

RESPECT MY RIGHTS,

RESPECT MY DIGNITY

**MODULE 4: REFUGEES' AND MIGRANTS' RIGHTS
ARE HUMAN RIGHTS**



Amnesty International is a global movement of more than 7 million people who campaign for a world where human rights are enjoyed by all. Our vision is for every person to enjoy all the rights enshrined in the Universal Declaration of Human Rights and other international human rights standards. We are independent of any government, political ideology, economic interest or religion and are funded mainly by our membership and public donations.

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ABBREVIATIONS

UN Convention against Torture	Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment
CEDAW	UN Convention on the Elimination of All Forms of Discrimination against Women
CMW	UN Convention on the Protection of the Rights of all Migrant Workers and Members of their Families
CRC	UN Convention on the Rights of the Child
ESCRs	Economic, social and cultural rights
EU	European Union
HRE	Human rights education
ICESCR	International Covenant on Economic, Social and Cultural Rights
LGBTI	Lesbian, gay, bisexual, transgender, intersex
NGO	Non-governmental organization
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNHCR	United Nations High Commissioner for Refugees (referred to here as the UN refugee agency)
UN Refugee Convention	Convention relating to the Status of Refugees
UK	United Kingdom
USA	United States of America

GLOSSARY

Asylum-seeker

An asylum-seeker is someone who has left their country in search of international protection but has yet to be recognized as a refugee.

Civil and political rights

Civil and political rights protect an individual's freedom from infringement by governments, social organizations and private individuals. They ensure one's ability to participate in the civil and political life of the society and state without discrimination or repression. Civil rights include the rights to life; to be free from torture and other forms of ill-treatment; freedom to worship; to think and express oneself; to vote; to participate in political life; and to have access to information.

Community

Communities can exist physically, as a group of people who share a geographic location, or they can be communities of peers defined by belief, shared history, or common traits that exist within a group of people, whether in person or online. They can be born into, moved into, joined and/or chosen. Some communities have defined histories, such as ethnic, religious, language-based or Indigenous groups, while others are less clearly defined.

Community sponsorship

Community sponsorship, also called private sponsorship, is the process by which individual citizens, groups or communities volunteer to sponsor the resettlement of refugees to their country. These volunteers, as opposed to the government (as is the case with traditional resettlement) agree to support refugees by providing financial and other forms of assistance to facilitate travel and integration. Community sponsorship programmes vary across countries and can involve refugees already known to volunteers or refugees referred by governments.

Discrimination

Discrimination is the systematic denial of certain people's or groups' human rights based on who they are; what they believe; and/or what others/society perceives them to be. Discrimination occurs when a person is unable to enjoy his or her human rights or other legal rights on an equal basis with others because of an unjustified distinction, exclusion or restriction made in policy, law, or treatment based on any of the prohibited grounds.

Both direct and indirect discrimination are prohibited and states must ensure equality in the law (formal equality) and equality of results (substantive equality). Direct discrimination is when an explicit distinction is made between groups of people that results in individuals from some groups being less able than others to exercise their rights. One example would be a law requiring women, and not men, to provide proof of a certain level of education as a prerequisite for voting.

Economic, social and cultural rights (ESCRs)

ESCRs include the rights to just and favourable working conditions; to form trade unions and to strike; to an adequate standard of living, food, housing and clothing; to education; to the highest attainable standard of health; to water; and to culture. ESCRs are recognized and protected by international and regional human rights instruments and in many national constitutions and laws.

Gender

Gender refers to the socially constructed roles, behaviours, activities and attributes that a given society or culture associates with a person's biological sex. Behaviours that are compatible with cultural expectations are referred to as gender-normative whereas behaviours viewed as incompatible with these expectations constitute gender non-conformity.

Gender-based violence

Amnesty International defines gender-based violence as violence directed at an individual because of their sex or gender, the way they express their gender or their gender identity. While most gender-based violence is violence perpetrated against women, people of other genders suffer gender-based violence as well. For example, men who are attacked because they do not conform to socially approved views of masculinity, or violence directed against transgendered individuals because of their gender identity, are also examples of gender-based violence. Gender-based violence can be committed by anyone and is frequently linked to gender inequality rooted in unequal power relations, stigma and discrimination.

Human rights education

Human rights education can be defined as any learning, education, trainings or information efforts aimed at building a universal culture of human rights. It is about understanding international human rights mechanisms and how to apply them to promote and protect human rights.

Human rights education encompasses:

- Knowledge and skills – learning about human rights and human rights mechanisms and acquiring skills to apply them in a practical way in daily life;
- Values, attitudes and behaviour – developing values and reinforcing attitudes and behaviour which uphold human rights;
- Action – taking action to defend and promote human rights.

Human smuggling

The UN Protocol against the Smuggling of Migrants by Land, Sea and Air (2000) defines smuggling of persons as procuring “the illegal entry of a person” into a country “in order to obtain, directly or indirectly, a financial or other material benefit.” It is a consensual transaction whereby smugglers help people cross borders undetected in exchange for payment when they cannot find any legal route to reach other countries. It is not a human rights abuse in itself but can easily involve human rights abuses.

Human trafficking

The UN Protocol to Prevent, Suppress and Punish Trafficking in Persons (2000) defines trafficking as “the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.” Exploitation includes the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

Internally displaced persons (IDPs)

IDPs are people or groups of people who have been forced or obliged to flee or leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, human rights violations or natural or human-made disasters and who have not crossed an internationally recognized border.

International human rights law

International human rights law includes civil and political, economic, social and cultural rights, as well as international humanitarian law which governs war and armed conflict. International human rights law applies both in peacetime and during armed conflict. These laws are legally binding on states,

their armed forces and other agents and establish the right of victims of serious human rights violations to seek remedy, including justice, truth and reparations. States also have international obligations under what is known as customary international law, that is, obligations that arise from established state practice and are accepted as law. These obligations are binding on states even if they have not ratified the relevant international treaties.

International human rights treaty, convention, covenant or instrument

Legally, there is no difference between a treaty, a convention or a covenant. All are international legal instruments which, in international law, legally bind those states that choose to accept the obligations contained in them by becoming a party in accordance with the final clauses of these instruments.

International protection

The respect, protection and promotion of the rights of refugees, including respect for the principle of *non-refoulement*; admission to safety; access to fair procedures for the determination of refugee status; and the implementation of durable solutions.

Intersecting or multiple discrimination

Intersecting or multiple discrimination is discrimination on a combination of grounds that produce disadvantages distinct from any single ground of discrimination. For example, migrants as a whole may face discrimination in a given context but women migrants may face different or more severe forms of discrimination than male migrants, as may LGBTI migrants or migrants with disabilities.

Migrant

A migrant is someone who moves around within their own country, or from one country to another, usually voluntarily, while others are forced to leave because of economic hardship or other problems. People can migrate ‘regularly’ (with legal permission to work and live in a country), or ‘irregularly’ (without permission from the country they wish to live and work in).

Non-refoulement

The principle of *non-refoulement* is the cornerstone of international refugee law, enshrined in customary international law and codified in different international treaties, including the UN Refugee Convention (Article 33) and the UN Convention against Torture (Article 3).

Under international human rights law, all states are prohibited from sending anyone, without exception, to a country or territories where they would be at risk of serious human rights violations. This includes transferring someone to a place where they are at risk of onward transfer to a third country where they will subsequently be at risk. States are also not allowed to carry out *refoulement* in an indirect way, such as by reducing or totally cutting off the aid that refugees receive; using indefinite detention; refusing to process asylum claims; and/or otherwise making life so difficult that the individuals feel compelled to leave the country, even if it means returning to a situation they fear.

Persecution

Persecution is generally defined as the subjection of someone to prolonged hostility, ill-treatment, or harm on the grounds of who they are or what they think. The UN Refugee Convention describes persecution as a threat to life or freedom on account of race, religion, nationality, political opinion or membership of a particular social group. Examples include violations of economic, social and cultural rights that cumulatively amount to persecution; violation of the right to life; torture and other ill treatment; violation of the right to liberty and security of the person; arbitrary detention; or flagrant denials of fair trial rights.

Racism

Racism is an ideological construct that assigns a certain race and/or ethnic group to a position of power over others on the basis of physical and cultural attributes, as well as economic wealth. It involves hierarchical relations where the 'superior' race exercises domination and control over others.

Refugee

A refugee is someone who cannot return to their country because they are at risk of serious human rights abuses there, or because of who they are or what they believe in. They are forced to flee their country and seek international protection because their own government cannot or will not protect them.

Resettlement

Resettlement is the transfer of refugees from an asylum country to another state that has agreed to admit them and ultimately grant them permanent settlement. UNHCR, the UN refugee agency, is mandated by its Statute and the UN General Assembly Resolutions to undertake resettlement as one of its three durable solutions.

Responsibility-sharing for refugees

The principle, reflected in the UN Refugee Convention, that effective protection for refugees requires international co-operation. The principle is based on international obligations to protect refugees and find safe and durable solutions for them.

Sexuality

Sexuality encompasses sex, gender identities and roles, eroticism, pleasure, intimacy and reproduction. It is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships.

Sexual orientation

Sexual orientation refers to each person's capacity for emotional and sexual attraction to, and intimate and sexual relations with, individuals of a different gender or the same gender or more than one gender.

Sexual violence

Sexual violence includes both physical and psychological attacks directed at a person's sexual characteristics. It is not limited to a physical invasion of the person's body and may include acts that do not involve penetration or physical contact. Sexual violence includes crimes such as sexual harassment, sexual assault, incest and rape. The perpetrator of sexual violence may be a stranger, acquaintance, friend, family member or intimate partner. All forms of sexual violence harm the person and constitute a human rights violation.

Universal Declaration of Human Rights (UDHR)

The UDHR was adopted by the UN General Assembly on 10 December 1948. The Declaration is the primary UN document establishing human rights standards and norms. All member states have agreed to uphold the UDHR. Although the declaration was intended to be nonbinding, over time its various provisions have become so respected by states that it can be described as customary international law.

Xenophobia

Xenophobia describes attitudes, prejudices and behaviour that reject, exclude and often vilify individuals based on the perception that they are outsiders or foreigners to the community, society or national identity.



**SAVE LIVES
PROTECT
REFUGEES**

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INTRODUCTION



Activists gather at Bondi Beach in Sydney and other locations throughout Australia creating giant human life-rings to show solidarity with refugees fleeing war and persecution, 2010.
© James Morgan

THE SITUATION OF REFUGEES ACROSS THE WORLD

By the end of 2015, 65.3 million individuals were forcibly displaced worldwide (including refugees and internally displaced people) as a result of conflict, persecution, generalized violence and human rights violations. The number of refugees was 21.3 million, of which 16.1 million were under UNHCR's mandate. By the end of 2016, this number had reached 22.5 million, with 17.2 million under UNHCR's mandate. Available data shows that more than half the refugee population in 2017 was under the age of 18.

The response to one of the largest movements of refugees and asylum-seekers in the post-World War II era has been grossly inadequate. Wealthy states and the international community as a whole have failed to share responsibility equitably for managing the ongoing global refugee crisis. Currently, such responsibility lies disproportionately with poorer countries. According to UNHCR, 84% of the world's refugees are in developing regions and in 2016, Least Developed Countries were hosting 4.9 million refugees, or 28% of the global total. UNHCR estimates that there are 1.2 million people needing resettlement. Yet global resettlement commitments are just over 100,000 per year with only 37 countries admitting refugees through resettlement in 2016.

Wealthier countries are not doing nearly enough to share the financial burden for the global refugee crisis, with humanitarian appeals for refugees being consistently – and often severely – underfunded.

In 2015 and the first half of 2016, millions of refugees and asylum-seekers from Syria, Afghanistan, Myanmar, Eritrea, Somalia, Iraq, Honduras, El Salvador and Guatemala, among others, continued to risk their lives to seek international protection. Refugees and migrants are forced to contend with dangerous sea and land crossings, increased border closures, pushbacks, and abuses, extortion and violence by law enforcement officials, criminal gangs, smugglers and human traffickers. During transit, women and girls are at high risk of sexual and gender-based violence. For example, in Libya, women held in migration detention centres have reported being subjected to sexual violence, including rape and sexual harassment. In transit from Honduras, El Salvador and Guatemala towards Mexico and the USA, women and girls are at significant risk of sexual violence – 60% are raped en route – and of sexual exploitation and other forms of violence.

Globally, states continued to prioritize deterrence policies and measures to block the movement of refugees and asylum-



Cristel, an asylum-seeker in Mexico, draws a picture of her cell in a US Detention Centre, 2017.
© Josefina Salomon/Amnesty International

seekers, while putting the onus on states located in the immediate region of displacement or on its peripheries to assume responsibility for protection. An increased prioritization of security concerns over the human rights of refugees also led to a notable increase in obstacles faced by refugees and asylum-seekers to seek and enjoy protection.

In 2016, Amnesty International saw an opportunity to make a change. Despite international intransigence, states have acknowledged that current responses are not working. People will continue to seek safety and smugglers will diversify routes in response to enforcement policies and border closures. Unless there were to be a drastic change in the socio-political context in some of the key countries of origin, it was expected that millions of refugees would continue to arrive in Europe and elsewhere in 2016 and beyond.

AMNESTY INTERNATIONAL'S I WELCOME CAMPAIGN

Amnesty International has worked with refugees and migrants for decades. Its campaigns to prevent refugees from being returned to a country where they are at risk of persecution and serious human rights violations and to protect the most vulnerable migrants, refugees and asylum-seekers from being exploited and abused by employers, traffickers and smugglers, among other issues. As with Amnesty International's other areas of work, the organization focuses on achieving change through field research, advocacy and campaigning to hold people and institutions in power accountable and mobilizing grassroots support through campaigns and activism.

The UN-led agenda for managing the refugee crisis in 2016 presented a significant opportunity to influence the direction of the global response.

In this context, Amnesty International launched its global **I Welcome campaign** in 2016, for greater responsibility-sharing to ensure refugees are protected and can enjoy their human rights. The campaign's global goal is to achieve a commitment to greater and more meaningful responsibility-sharing between states by the end of 2018.

Governments can help by protecting refugees through a solution called resettlement and through other safe and legal routes. Resettlement can protect those refugees who are considered most vulnerable, such as people who have been tortured or women at continued risk of abuse. Countries can open more safe and legal routes so refugees can seek asylum without having to cross dangerous seas in overcrowded boats or walk hundreds of miles carrying their children and belongings or having to hand over their life savings to smugglers.



Activists from Amnesty International Algeria with local NGO activists showing solidarity with refugees, 2016.

© Amnesty International Algeria

Amnesty International believes that by agreeing to share responsibility for protecting refugees more meaningfully, governments can show true leadership, invest in people's lives and futures and bring out the very best in us all. However, global developments and the migration policies of US President Donald Trump's Administration have shown the increased reluctance of governments to commit to responsibility-sharing and receiving a greater number of refugees.

Confronted with this deeply challenging geo-political context, the campaign also aims to:

- 1. Preserve, expand and create alternative safe and legal pathways for refugees (other than resettlement).** The campaign has an emphasis on the creation and expansion of alternative admission pathways, other than government-led resettlement, so that a greater number of refugees can access protection in third countries. These programmes can be led by communities, for example family reunification, scholarships and community sponsorship. Opening up such opportunities will allow more refugees to travel to new host countries in a safe way, without making dangerous journeys.
- 2. Challenge bilateral and multilateral deals that undermine responsibility-sharing.** The campaign aims to challenge existing and emerging deals sending a clear message to governments that this is in contravention of their international obligations and undermines refugee protection.
- 3. Increase the number of countries upholding the right to seek and enjoy asylum, with focus on ending *refoulement*.** Challenging *refoulement* will be the lens through which we campaign globally on safeguarding the right to seek and enjoy asylum. Our work on *refoulement* will focus on countries where this poses a major risk for large numbers of refugees.



Activists in Japan showing solidarity with refugees as part of the global week of action to launch the I Welcome campaign, 2016.
© Amnesty International Japan

The global campaign also works towards creating positive stories and counter-narratives, and engaging more with refugees, communities and youth networks.

The **I Welcome** campaign was created to find positive solutions to ensure the protection of the millions of refugees displaced worldwide, some of whom have been without safe and dignified living situations for prolonged periods.

In this module, **Section 5: Taking Action** tells you how to get involved. You can also refer to the I Welcome campaign website:

amnesty.org/en/get-involved/i-welcome



ABOUT THIS RESOURCE

This resource is a tool for anyone, anywhere, who would like to learn more about refugees' and migrants' rights and get involved in their community or country to advocate for these rights. In particular teachers, young people, activists, human rights defenders and people on the move can use this module to educate and empower their communities to welcome refugees and migrants. Welcoming refugees and migrants includes ensuring that their human rights are respected and protected.

While this resource covers the basics of refugees' and migrants' rights, additional resources are included at the end of each section, for those who want to learn more.



Amnesty International Ireland activists taking part in an EU-wide demonstration in advance of European Council meeting on refugees, 2016.
© Graham Seely/Amnesty International



ABOUT HUMAN RIGHTS EDUCATION

At Amnesty International, human rights education is all about empowering individuals, challenging and transforming attitudes, values and behaviours, raising consciousness and awareness and nurturing an ongoing commitment to and passion for human rights.

Human rights education is not merely education about and for human rights but education through participatory, rights-based learning to create capacity for critical thinking and analysis. It respects the rights of both facilitators and participants to challenge and break down the unequal power dynamics; and the promotion of a participatory and respectful learning space.

Human rights education and participatory learning approaches are particularly vital for engaging in conversations about refugee and migrant rights as contained in this module. For more information about rights-based participatory learning and facilitation, see Amnesty International's *Facilitation manual: A guide to using participatory methodologies for human rights education*.



Children take part in an art workshop at Mogadishu School, in the Kakuma refugee camp, Northern Kenya, 2016.
© Richard Burton/Amnesty International



HOW TO USE THE ACTIVITIES

In order to create a holistic learning process, the activities in this module are presented in a set order. Each new activity builds on the work done in previous sessions and is part of an integrated learning process. While the activities can be separated and planned according to necessary timing and schedules, using the activities included in the order they are presented will produce the best results. The time needed for each activity will depend on the number of participants, as well as on their previous experience and knowledge. We recommend taking a flexible approach that allows for in-depth discussion and analysis, while covering all the steps in each activity.

The activities complement the information in each section. As facilitators interested in working through this module with your community, you can use the activities to design and adapt sessions to fit your own circumstances. While many of the refugee and migrant rights issues included are relevant in multiple contexts and countries, you should always make

a judgement about what topics and issues are most useful in your community, as well as which topics are safe to discuss.

In some places, promoting certain elements of refugee and migrant rights can be dangerous. It is important to know what risks you may be taking in your society when you decide to talk with others and take action, in order to prevent putting yourself or others in danger.

In particular, you should take steps to ensure that any refugees or migrants participating in your activities are safe and their legal status is not endangered. The points below are reiterated in **Section 5: Taking Action** because of their importance.



Participants in a workshop organized as part of Amnesty International Algeria's fifth annual youth camp.
© Amnesty International Algeria



TIPS FOR ENSURING THE SAFETY OF PARTICIPANTS

- ☑ Do not assume refugees and migrants are a homogenous group. Recognize that everyone has many aspects to their identity and that being a refugee or migrant is just one element. Recognize that other components of each refugee or migrant's identity may also affect their ability to access their rights, or the forms and severity of the discrimination and violations they face. Try to make your work inclusive and cognisant of the different experiences/forms of discrimination faced by various groups or categories of refugees and migrants, for example based on their gender or gender identity, sexuality, race, age and disability status.
- ☑ Make sure you explain to attendees any possible consequences, including unforeseen ones which may stem from participation in your activity so that attendees give their informed consent to participate.
- ☑ Do not insist participants in your activities give their legal names; let them know that they can choose any name they like, including an alias. Again, make sure participants are aware of any risks in giving their legal names or sharing other personal information.
- ☑ Depending on the situation in your country, do not take or record data about participants that could be seized by police or immigration authorities.
- ☑ Be sure to set ground rules about respect and confidentiality.
- ☑ Set ground rules around social media like not attributing quotes to a particular person and not posting pictures of people's faces unless the entire group is comfortable with it and understands the consequences.
- ☑ Whenever possible, invite someone who has experienced migration at some point in their life to be a facilitator.
- ☑ Do not ask someone to share their personal story unless they are comfortable with doing so and fully understand the potential consequences and risks. For example, a seasoned activist who has shared his/her story before may be comfortable to do so, whereas someone who has recently arrived in a country as a refugee or migrant might not be fully aware of the emotional toll this can take, or the risks. Regardless, do not make assumptions: be sure to get informed consent prior to the event if someone will be sharing his/her personal story and make sure to discuss beforehand whether other attendees will be allowed to film/record/take pictures after an assessment of the potential risks and benefits with the speaker.



Participants at Amnesty International France's 'Antenne Jeunes' workshop and activism weekend.
© Pierre-Yves Brunaud/Picturetank

EVALUATE YOUR WORK

Evaluating what you do is an important aspect of the learning process. When and how to do an evaluation will depend on how you use the education modules and how long you spend on each activity. It may not be appropriate to do an extensive evaluation after each session. However, participants should always have the opportunity to express their feelings and opinions in relation to the work they have done. This can be done quickly after finishing one activity, or in more detail after completing several, for example after each section. A more thorough evaluation should be carried out after completing the module.

Resources used in this section

UNHCR, *Global Trends: Forced displacement in 2016*, unhcr.org/5943e8a34.pdf

I Welcome Campaign website:
amnesty.org/en/get-involved/i-welcome/

Amnesty International, *Facilitation manual: A guide for using participatory methodologies for human rights education*, (Index: ACT 35/020/2011)





SECTION 1:

DEVELOPING EMPATHY



An estimated 5,000 to 6,000 people joined in a human chain across the Dolomite mountains in Italy, as part of an action to support refugees in Europe, 2015.

© Nicola Bombassei

WHAT IS EMPATHY?

Empathy is the capacity to understand or feel what another person is experiencing from within their frame of reference, or the ability to understand and share another's emotional state or context by "stepping into someone else's shoes". Qualities such as compassion, understanding, respect and empathy cross human and cultural boundaries.

The ability to cultivate and feel empathy has been strongly linked to the prevention of violence, including group violence, interpersonal and intimate partner violence and bullying, as well as to a decrease in the out-group/in-group biases that drive gang and terrorist violence.

Human rights education and practice build on these qualities of compassion, understanding, respect and *empathy*.

WHY EMPATHY?

The ability to develop and cultivate empathy is particularly important for learning about and working with refugee and migrant communities. It helps us to see things from their point of view, understand better their experiences and build solidarity. Refugees and migrants may come from different cultures, have different values, or practise different religions or faiths. By focusing on our commonality and practising compassion, we can work across cultures and experiences to build opportunities for all people. At the same time, we can recognize and respect differences and celebrate our diversity. Empathy provides the motivation to take action for a better world, one that is grounded in respect and understanding for the people and the world around us.



HOW DO I BUILD EMPATHY IN PRACTICE?

Building empathy into the learning environment can be accomplished through three steps: Prepare, Engage and Reflect.

- **Prepare:** Establish a safe and respectful learning space. In safe spaces for human rights education, participants can develop a sense of trust with each other and with the facilitator. The group can explore and establish clear expectations for each other and how to approach learning with respect, vulnerability and openness, and the facilitator can acknowledge and name the power dynamics between themselves and the learners.

Actively engaging in equal participation can contribute to a safe and conducive space for learning. This can include setting ground rules, discussing expectations, and opening learning sessions with warm-ups and ice-breakers. For more on creating safe spaces, see the *Facilitation manual: A guide to using participatory methodologies for human rights education* (ACT 35/020/2011) <https://www.amnesty.org/en/documents/ACT35/020/2011/en/> and *Respect my rights respect my dignity: Module 3: sexual and reproductive rights are human rights* (ACT 35/001/2015).

- **Engage:** Today's world is increasingly globalized and multicultural. It requires learners not only to interact with and learn about other cultures and values but to actively understand and feel what others are feeling. Story-telling and sharing personal narratives are key to building empathy in practice: active listening and exploration of others' experiences help us to understand the human dimension of global issues. This module contains personal stories, anecdotes and images from the lives of refugees and migrants who have worked with or shared their stories with Amnesty International.

Participants should be encouraged to go beyond listening and immerse themselves in these stories, tell their own stories to embrace our differences, discover our common humanity and look past any preconceived notions and stereotypes.

- **Reflect:** Refugees and migrants have many stories, some similar to our own, some similar to each other, but all with their own challenges and triumphs. Active reflection on the diversity of people's experiences as well as their commonalities, as well as on our own experiences, lays the groundwork for participants to act on their empathy.

Participants should be supported to reflect on the diverse stories contained in this module and also on the mutual benefits derived from welcoming migrants and refugees. For example, countries benefit from increased multiculturalism and diversity, while refugees are able to begin their lives again. Facilitators should use the content and activities in this module to explore the values of solidarity, respect, diversity and inclusiveness in order to foster a drive to act.



Activists preparing for an action as part of the Lesvos Refugee Rights Action Camp, Greece 2017.
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Refugees at the open, self-organized 'Village All Together' camp (PIKPA) in Lesvos, Greece, 2016.
© Giorgos Moutafis

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Start Empathy Toolkit, *Toolkit for Promoting Empathy in Schools*, 2015, https://startempathy.org/wp-content/uploads/2015/10/StartEmpathy_Toolkit.pdf

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British Red Cross, *Refugee Week 2016 – Welcome*. [redcross.org.uk/What-we-do/Teaching-resources/Lesson-plans/Refugee-week-2016](https://www.redcross.org.uk/What-we-do/Teaching-resources/Lesson-plans/Refugee-week-2016)

Amnesty International I Welcome campaign [amnesty.org/en/get-involved/i-welcome/](https://www.amnesty.org/en/get-involved/i-welcome/)



Participants in the Amnesty International #TellNorway campaign, which focused on the right to remain in Norway of Afghan refugees, in particular 18-year-old Taibeh Abbasi, Norway, 2017.
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ACTIVITY 1.1

EXPLORING DIVERSITY

LEARNING OUTCOMES

Participants will be able to:

- Form respectful relationships with each other
- Identify, compare and appreciate the similarities and differences between them
- Establish some common agreement (ground rules) with participants to build a respectful and safe space to learn and work together.

TIMING

90 minutes

WHAT YOU NEED

- Diversity bingo cards (one per participant, photocopied from page 28)
- Bag of rocks (one rock per participant)
- Pens, markers
- Flipchart

THIS ACTIVITY HAS FOUR STEPS

Step 1: Diversity bingo (25 min)

Step 2: Rocks and us (25 min)

Step 3: Working together (20 min)

Step 4: Take action (20 min)

FACILITATION TIPS



- ☑ You can adjust the time for this activity according to your group size and needs.
- ☑ You can make some changes to the bingo cards if necessary to make it more relevant to your group.
- ☑ Make sure the bingo card includes squares that include categories the group can relate to such as religion, family structure, beliefs, experiences, education and gender as well as other fun aspects such as hobbies, sports, etc.
- ☑ Allow enough time for individuals to move around and speak to as many people as possible while trying to complete their bingo card, for instance 15 minutes. It does not matter if they do not manage to complete their bingo card.
- ☑ When participants are trying to complete their bingo card it may be a little chaotic but let the participants find their own way.
- ☑ The rock activity can be done as a separate activity if you do not have enough time.
- ☑ Instead of rocks you can use any small items, for example buttons, potatoes etc. The objects should look similar enough at first sight but have differences to allow participants to recognize their own.
- ☑ At the end of this activity try to reach a common agreement in the group on what they need from each other for a space to learn and work together, respecting differences. You can keep this list to help guide future activities.
- ☑ If you have contact with refugee and migrant support organizations, reception centres or former refugee and migrant communities, it could be valuable to collaborate with them. Invite people to participate in some of the activities, speak and share their stories, socialize and network to strengthen support for the diversity of your community.

STEP 1: DIVERSITY BINGO (25 MIN)

Individual exploration (15 min)

- Pass one bingo card (photocopied from page 28) to each participant.
- Explain that this is a fun way of getting to know each other and also to find out about similarities and differences within a group.
- To complete their bingo card, participants need to move around the room, speak to others and get them to sign their name against a square on the bingo card that applies to them.
- Explain that each square must be signed by a different individual if possible.
- The first person to get signatures on all the squares on their bingo card should shout “BINGO!”

Plenary (10 min)

- Bring the group back together and ask volunteers to share answers on the following questions:
 1. *Did you find it difficult to fill in some squares? Which ones?*
 2. *Was it difficult to find participants with whom you have similarities?*
 3. *What surprised you in this activity?*
 4. *What did you learn from this activity?*

Additional reflective questions can include:

1. *What did you learn about yourselves from this activity?*
2. *What did you learn about others from this activity?*



Participants in the Refugees Welcome march organized by Amnesty International UK in partnership with more than 40 other organizations, UK, 2016.

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STEP 2: ROCKS AND US (25 MIN)

Individual (10 min)

- Give each participant a rock and ask them to examine it, feel it and look at its shape and size.
- Collect all the rocks and place them together in a bag.
- Scatter the rocks on the floor and invite participants to find their rock.
- Allow enough time for participants to walk around and try to recognize their rock.

Plenary (15 min)

- When all the participants have found their rock, explore the following questions:

1. *Was it difficult to find your own rock?*
2. *How did you recognize it?*
3. *How are the rocks different? How are they the same?*
4. *What do you think is the relation between rocks and us?*

- Ask participants to think about how, like the rocks, we are different yet share a common humanity:

1. *What do we as human beings have in common?*
2. *What makes us different?*

- Label the flipchart with the categories “How are we different?” and “How are we the same?” and record participants’ ideas.



STEP 3: WORKING TOGETHER (20 MIN)

Creating together (10 min)

- Tell participants that they have five minutes to build something together with their rocks.
- Get them to form a circle around the structure they have built and ask them to reflect with the person next to them on the following questions for five minutes:
 1. *How did you feel doing the activity?*
 2. *What challenges might you find working with people who are different from you?*
 3. *What did you find positive in working with people who are different from you?*

Plenary (10 min)

- Ask a few participants to share their reflections for each question.
- Ask all participants:
 1. *What would you need in order to feel able to work together in a diverse group and feel respected?*
 2. *Write their answers on the flipchart.*
 3. *Ask participants to reach some common agreements (ground rules) for working together.*



Activists preparing for an action as part of the Lesvos Refugee Rights Action Camp, Greece 2017.
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Participants in the Refugees Welcome march organized by Amnesty International UK in partnership with more than 40 other organizations, UK, 2016.
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STEP 4: TAKE ACTION! (20 MIN)

- Brainstorm some ways that you can present and celebrate diversity in your group, school, organization, community and/or country. For example, you could all paint a banner or a mural and have it displayed in a public place.
- Remember to share actions on social media such as Facebook, Twitter, Instagram and Snapchat, using the hashtags #IWelcome, #HRE and #AmnestyAction. Tag Amnesty International in posts too!



DIVERSITY BINGO CARD

FOR USE IN ACTIVITY 1.1, STEP 1

TASTE IN MUSIC	EYE COLOUR	FIRST NAME INITIAL	A FRIEND IN COMMON
FAVOURITE WRITER, SINGER OR PAINTER	FEAR	FIELD OF STUDIES/JOB	HAIR COLOUR
LANGUAGE	WHERE YOUR FAMILY COMES FROM	RELIGION	NUMBER OF BROTHERS OR SISTERS
FAVOURITE SPORT	HOBBY	VISION OF THE WORLD	WRITE YOUR OWN IDEA

Photocopy and distribute to participants.

Instructions: find someone with whom you share one or more of the attributes indicated in the box and write their name and answer below.

ACTIVITY 1.2

EXPLORING EMPATHY

LEARNING OUTCOMES

Participants will be able to:

- Discuss what it is like to connect with other people without using words
- Reflect on the importance and difficulty of trying to understand people's emotions
- Develop an understanding of empathy as the ability to recognize a shared humanity in others while appreciating their differences

TIMING

2 hours

WHAT YOU NEED

- A flipchart
- A phone or a stopwatch to check the time
- Pens, markers

Optional:

- Internet connection to view
 - Amnesty International Poland. *Look beyond borders – 4-minute experiment*, 17 May 2016, www.youtube.com/watch?v=f7XhrXUoD6U (5:00 min)
 - Sharon Midyett. *Three beautiful human minutes* by Asger Leth, 31 Jan 2017, www.youtube.com/watch?v=BBgSxUeHU80. (3:00 min).

THIS ACTIVITY HAS FOUR STEPS

Step 1: Communicating emotions (15 min)

Step 2: Making a connection in four minutes (30 min)

Step 3: All that we share (30 min)

Step 4: Take action! (45 min)

FACILITATION TIPS



- ☑ Note that each step can be used as a single exercise to start off reflection on other activities throughout this module (depending on time available).
- ☑ It is important to remind participants of any common agreements (ground rules) established in the previous activity before doing these exercises.
- ☑ Tell participants these exercises may feel uncomfortable at first because we are not used to discussing emotions.
- ☑ Ask everyone to give each exercise at least one try.
- ☑ If you have contact with refugee and migrant support organizations, reception centres or former refugee and migrant communities, it could be valuable to collaborate with them. Invite people to participate in some of the activities, speak and share their stories, socialize and network to strengthen support for the diversity of your community.

STEP 1: COMMUNICATION EMOTIONS (15 MIN)

Passing emotion on (5 min)

- Ask participants to sit or stand in a circle.
- Tell participants that this game is about passing a message but instead of a word message they will be passing an emotion from one person to another.
- Explain that one person will begin by choosing an emotion they can express facially to their neighbour. The other participants will look at the floor so that each participant only sees the face once, when it is “passed” to them. When it is their turn to pass, their neighbour will tap them on the shoulder, pass the face to them, and then look back down. The participant should then tap the neighbour on their other side and pass the face to them.
- Once the face has been passed around the whole circle, the last person will guess what emotion they have received.
- Either start with an emotion yourself or ask for a volunteer to choose and begin passing an emotion. Repeat the exercise a few times depending on the size of your group.

Buzz groups (5 min)

- Ask participants to form small buzz groups of two or three and discuss:

1. *How you felt doing the exercise?*
2. *How easy or hard it was to communicate an emotion using only your face and no words?*

Plenary (5 min)

- Ask a few participants to share their reflections with the group
- Ask participants to reflect on the following questions:
 1. *Why is it important to be able to understand the facial and physical cues that people give and which reveal their emotional state?*
 2. *How can understanding people's emotional state help you understand what they are experiencing and help you put yourself in their place?*
- Conclude with a few points:
 - ✓ It is not easy to understand people's emotions or what they feel just by looking at them but we do need to try to be sensitive to this.
 - ✓ Different people and different cultures may express emotion in different ways so we should not make assumptions. It is good to ask and important to listen with our ears and our eyes.
 - ✓ Be respectful.



Participants in a workshop organized as part of Amnesty International Algeria's fifth annual youth camp.
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STEP 2: MAKING A CONNECTION IN FOUR MINUTES

(30 MIN)

Introduction and pair work (10 min)

- Ask participants to find a partner, preferably someone they do not know very well.
- Once each participant has found a partner, tell them to stand or sit in front of the other person about a metre apart.
- Instruct the participants to look their partner in the eye for four minutes in silence.
- Tell them that this is not a staring competition but rather a chance to be in silence and look at their partner. It is important not to touch each other and also to try to notice how this activity makes you feel and what you observe in the other person.
- Emphasize that it is important to look into each other's eyes even if this may feel uncomfortable and/or unnatural.
- Once all participants are ready say "start and continue for four minutes".
- Observe what is happening with the different pairs so you can feed into the discussion.
- After four minutes, ask the pairs to reflect for five minutes on the following questions:
 1. *How did you feel during the exercise?*
 2. *What did you learn from this exercise?*
- Another option can be to ask participants to find someone they did not observe to share their reflection with.

Plenary (20 min)

Ask participants to share their reflections with the group.

- Write in the middle of a flipchart "Connecting with others"

- Explain that this is not about connecting through social media but connecting in terms of human relations and communication and ask participants:

1. *What do you need to be able to feel connected with others?*

- Write their answers on the flipchart.

ADDITIONAL STEP: MAKING A CONNECTION



If you have time and internet access you can add this step after step 2.

Video watching: Look Beyond Borders (15–30 min)

- Show the Look Beyond Borders video developed by Amnesty International Poland (see page 29)
- Reflect on the video:
 1. *How did you feel watching the video?*
 2. *How does the video relate to your own experience doing the exercise?*
 3. *What does this video and exercise say to us about refugees and migrants?*

The Look Beyond Borders video is based on a theory developed by psychologist Arthur Aron in 1997 that four minutes of uninterrupted eye contact increases intimacy. Amnesty International Poland and Polish advertising agency DDB&Tribal applied the method to the refugee crisis, asking refugees from Syria and Somalia who had been in Europe for under one year and people from the UK, Belgium, Italy, Germany and Poland to look into each other's eyes.

STEP 3: ALL THAT WE SHARE (30 MIN)

Step into the circle (10 min)

- Ask participants to form a circle
- Explain that you will be reading out some statements and if they identify with any of those statements they can step inside the circle. Let the participants stand in silence for 30 seconds; then read the next statement and ask people who identify with it to step inside the circle. For those already in the circle who do not identify with the statement, they return to the outer circle. Repeat for each statement
- Explain this exercise is to be done in silence
- Remind participants of any common agreement or ground rules, especially respect and confidentiality
- Read out the statements to the right (which can be adjusted to the context of your group)

Buzz groups (5 min)

- Ask participants to form buzz groups of two or three and discuss the following:
 1. *How did you feel doing the exercise?*
 2. *How did you feel stepping inside the circle and looking at the others inside the circle?*
 3. *What did you learn about yourselves and the group from this exercise?*

Plenary (15 min)

Ask participants to share their reflections with the group.

- Encourage a discussion on whether society tries to put us in boxes and categorizes under labels in a way which tells us that our differences should divide us into groups of “us and them”. But this exercise should show us that we must also recognize all that we share in common and which might unite rather than divide us.
- Share the definition of empathy as “the ability to recognize a shared humanity in others while appreciating differences”. This is an important skill that we need to develop and promote to build a community and world that respects human rights.

Step into the circle if:

- ✓ You like ice cream
- ✓ You live or have lived in the city
- ✓ You live or have lived in the countryside
- ✓ You are less than 25 years old
- ✓ You feel young in spirit
- ✓ You are studying
- ✓ You are working
- ✓ You love to dance
- ✓ You like to play sports
- ✓ You have ever had to move house

- ✓ You speak more than one language
- ✓ You are spiritual or religious
- ✓ You feel (or have felt) lonely or unwelcome
- ✓ You have ever felt discriminated against or bullied for whatever reason
- ✓ You have felt loved
- ✓ You are an activist
- ✓ You believe in human rights
- ✓ You love ... (use the name of your country, village, city etc. What is important is that it is something that unites participants)

ADDITIONAL STEP: WHAT DO WE HAVE IN COMMON? (20 MIN)



If you have time and internet access you can add this step after step 3.

Video-watching: Three Beautiful Human Minutes

- Show the three-minute video, Three Beautiful Human Minutes by Asger Leth (see page 29)
- Reflect on the video:
 1. *How did the participants feel watching the video?*
 2. *How does the video relate to their own experience doing the exercise?*
 3. *What does this video and exercise say to us about refugees and migrants?*



STEP 4: TAKE ACTION (45 MIN)

Sharing experiences (20 min)

- Divide participants into small groups of no more than five
- Ask them to share a personal experience when they felt unwelcome or excluded. This could be a memory of trying to join an activity with their peers, or an experience like moving to a new city:
 1. *How did you feel?*
 2. *How were you treated?*
 3. *What would you do differently if this situation happened again?*
 4. *What can we do to make people feel welcome in our school, community?*
 5. *What can you do to make refugees and migrants feel more included or welcome in their community or school?*

- Ask the group to write on a flipchart how they can make people feel more welcome

Plenary (25 min)

- Ask one group to share their ideas and the other groups to add any additional ideas
- Reach a mutual agreement about which of the ideas to implement. Who do they want to share it with and how do they want to share these ideas?



Syrian refugee family living in a two-room basement flat in Amman, Jordan. The family can't access public health services as they don't have the correct documents, 2016.

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More possibilities for action

- Brainstorm other ways that you can take action to help refugees, asylum-seekers and migrants to feel more welcomed in your community, such as:
 - Making welcome letters, cards and pictures for new arrivals. Make them colourful and creative with tips and information that you think the newcomers might find helpful about the community, such as different services offered, cultural or sport events that are happening.
 - Paint colourful banners in support of refugee rights and demonstrate with them in public places, or paint welcoming ones and give them to refugee reception centres to display in common areas.
 - Post your support for refugees and migrants on social media, using the hashtags below.
 - Organize a welcoming event or shared supper to socialize and form connections.
- Remember to share actions on social media such as Facebook, Twitter, Instagram and Snapchat, using the hashtags #IWelcome, #HRE and #AmnestyAction. Tag Amnesty International in posts too!

ALTERNATIVE CLOSING STEP: WELCOME TO THE GROUP



If you want to end the activity, you can close with this step.

Group exercise: I would like to welcome... (10 min)

This exercise provides a good opportunity to close the session by recognizing and welcoming the diversity in the room. It helps people feel included and demonstrates respect for the differences among the group.

- Start by saying “I would like to welcome into the room...” and then complete this sentence with, for example, “people who are from [name the different geographies in the room]”
- Ask participants to take it in turn to complete the sentence

Other example could include:

- “People who speak English, Spanish, Chinese”
- “People who are [name the different races or ethnicities in the room]”
- “People who believe in human rights”

ACTIVITY 1.3

WHAT'S IT LIKE TO BE...?

LEARNING OUTCOMES

Participants will be able to:

- Explore the complex nature of identity and the multiple ways an individual can define themselves.
- Recognize that most of us at some point have experienced discrimination as a result of our identity.
- Relate to the difficulties refugees, asylum-seekers and migrants may face.
- Demonstrate solidarity and empathy with refugees and migrants.

TIMING

3 hours

WHAT YOU NEED

- Photocopies of the poem by Rubimbo Bungwe for each group (see page 41), and of the role cards (see pages 42-43)
- Blank sheets of paper and a flipchart
- Pens, markers, sticky tape or other adhesive materials

THIS ACTIVITY HAS FOUR STEPS

Step 1: Just because... (30 min)

Step 2: Who am I...? (60 min)

Step 3: Step into someone else's shoes (60 min)

Step 4: Take Action! (30 min)

FACILITATION TIPS



You can adjust the time for this activity according to your group size and needs.

- ☑ Step 2 “Who am I... ?” can be used as a way for participants to get to know each other better.
- ☑ Steps 2 and 3 have two options to use depending on time and resources available.
- ☑ In Step 3 “Step into someone else’s shoes”, you may want to use music to help with the visualization.
- ☑ In Step 3, practical considerations such as the size of the group and the availability of cameras will most likely determine how you organize the activity. Participants can work individually or in small groups depending on what is most convenient.
- ☑ If you have contact with refugee and migrant support organizations, reception centres or former refugee and migrant communities, it could be valuable to collaborate with them. Invite people to participate in some of the activities, speak and share their stories, socialize and network to strengthen support for the diversity of your community.

STEP 1: JUST BECAUSE... (30 MIN)

Game (10 min)

- Give each participant two small pieces of paper or post-it notes.
- Ask them to write down one physical trait that they share with at least one of the other participants on each piece of paper, for example “Have green eyes”, “Wear a white shirt”, “Have long hair”, “Wear glasses” etc).
- Collect all pieces of paper in a bag.
- Explain to participants that they must complete a small group activity together but that unfortunately some of the participants won't be able to take part.
- Pick a piece of paper from the bag. Explain that the paper indicates which group of participants will not be able to complete the activity.
- Ask all participants to complete small actions except for the excluded group. For example, “All participants run to the other side of the room but participants with green eyes have to look at the wall”. You can use the examples listed below or adapt these to culturally relevant activities. The objective is for the category named to feel excluded or discriminated against:
 - All participants laugh except... [pick from the bag]
 - All participants dance except... [pick from the bag]
 - All participants with ... [pick from the bag] jump on one foot
 - All participants get a chocolate or a sweet except ... [pick from the bag]
 - All participants with ... [pick from the bag] need to get on all fours and bark like a dog



Activists preparing for an action as part of the Lesvos Refugee Rights Action Camp, Greece 2017.
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Plenary (20 min)

- Bring the group back together
- Ask participants to reflect on the following questions:
 1. *How did you feel doing the activity?*
 2. *How did you feel when you could not take part in the activity?*
 3. *How did you feel seeing others being excluded from the activity?*
- Ask participants to take a few moments to think about what inclusion and discrimination means to them. Explain that you are going to discuss what we/they need in order to feel included in a group and what they can do to make sure no one feels excluded.
- Write their answers on a flipchart.



STEP 2: WHO AM I... ? (60 MIN)

Individual work (10 min)

- Explain to participants that you are going to begin exploring how people identify themselves and what makes up our identities. You can explain that identity is made up of many things like where we were born, our country, age or our religion. Often, people may identify us with just one aspect of our identity and label us accordingly at the expense of other aspects. They may, for example, label us as a “student”, or “Muslim”, or “someone who comes from a specific area” where in reality we are complex and formed of many elements.
- Ask participants to think about at least five things that form their identity, for example student, woman, sister, daughter, parent, music lover, football fan, activist, Chilean or Spanish-speaker.
- Depending on time, get them to be creative and draw a picture that represents them and includes these elements. Ask them to write their name on the drawing.

Pair work (10 min)

- Ask participants to find a person they do not know well and talk to each other about who you are based on the drawings and/or words they have selected. It is a two-way process with both partners telling each other who they think the other is.
- Ask them to share the following questions with each other:
 1. *Do you think people see all the different aspects of your identity?*
 2. *Are there certain identities you feel are labels?*
 3. *Which one(s)? How does that make you feel?*

Group work (20 min)

- Depending on the size of the group, you can form small groups or otherwise return to the plenary
- Distribute copies of Rubimbo Bungwe’s poem (page 41) to each group
- Ask one participant from each group to read it to the others and then for their group to discuss the following questions:
 1. *Have other people ever labelled you instead of using your name like they did to Rubimbo?*
 2. *Why do you think they did it? How did it make you feel?*
 3. *What does Rubimbo think about the label given to her? Have you ever felt like she did?*
 4. *What could people do differently to help Rubimbo and others feel at home and to recognize their other identities and not just their identity as a refugee?*
- Write the answers to the last question on the flipchart.

Plenary (20 min)

- Ask the group to share what they learnt from this exercise.
- Ask participants to share on the flipchart the ideas they have in response to the last question.
- Identify ways they can make people feel more welcome and recognize positively individuals’ multiple identities.

ADDITIONAL STEP: GET CREATIVE!



If you have time you can add this step after step 2.

Collage: Looking beyond labels (30 min)

- Ask participants to brainstorm different labels given to people and create a collage of them. You could combine the labels with some of the words that people use to label refugees and migrants. Design a layout for the collage to include a slogan or message such as:
 - Look beyond the labels: we're all human
 - We've removed the labels: will you follow?
 - Human beings have human rights whatever label you give them
- You can use this collage to draw attention to the issues faced by refugees and migrants by:
 - Displaying it in a public space in the school
 - Sending it to a local refugee drop-in centre or support project
 - Sending it to your local newspapers and radio stations



Participants in a workshop organized as part of Amnesty International Algeria's fifth annual youth camp.
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STEP 3: STEP INTO SOMEONE ELSE'S SHOES

(60 MIN)

Individual work (20 min)

Visualization – my day

- During this part you may want to use background music to help participants relax. You can ask them to close their eyes and think about a typical day. You could walk them through the day with questions to get them thinking like “what time do you wake up?”; “who wakes you up?”; “what do you eat?”; “where do you go?”; “what do you do?”; “how do you feel?”; “who do you see, meet?” etc.
- Ask participants to write down the details of a typical day in their life: what they do, who they see, where they go, how they feel; and whether there are things in their day that brings happiness or fear. They can put this into a timeline from when they wake up to when they go to bed.

Visualization – someone else's day

- Give each participant a role card of someone's life to read (see pages 42-43).
- Explain that they are going to imagine what it would be like to be the person in the role card. They will imagine “stepping into this person's shoes” and what a day in that person's life would be like. Ask them to imagine how – as the person in the description – their day would change; what they would be unable to do; what other things would they have to do; how their life would change, for example in relation to work, study, family, security, dreams; and what they would do in their free time.
- Give them a moment to think about this person, then repeat the visualization exercise using the questions from the first part of the step under “Visualization – my day”.
- Ask them to draw a timeline and/or description of what a day would be like for this person next to their own timeline.

Group work (20 Min)

- Form groups of those sharing the same role card description. Participants can consider the following questions:
 1. *How do you think the individual is feeling?*
 2. *What do you think the individual misses about their home?*
 3. *What challenges did the individual on the role card face?*
 4. *What would you miss about your home if you had to leave?*

Plenary (20 min)

- Ask participants to display the timeline or description of the person allocated to them alongside their own timeline (Optional)
- Ask participants to reflect on what they experienced:
 1. *Did you enjoy the activity? Why? Why not?*
 2. *Was it hard to try to step into someone else's shoes? If so how?*
 3. *Was there anything that surprised you?*
 4. *Did this exercise help you connect or relate more to this person? Why? Or why not?*
 5. *Would you like to do something to help people like Patricia, Shahin, Gyan, Abdhulahi, Rahim?*
- Conclude with a few points:
 - ✓ It is difficult to put yourself in someone else's shoes but it is important to try to imagine what they are feeling and going through and how different our lives would be if we were in the same situation. This is essential to connect and empathize with people and build solidarity.
 - ✓ It is important to listen to people's stories.
 - ✓ Listening to people's stories will be part of many of the activities in this Module.

STEP 4: TAKE ACTION! (30 MIN)

- Explain that the I Welcome campaign has worked on the cases of Patricia, Shahin, Gyan, Abdhulahi and Rahim.
 - Offer participants the opportunity to join the campaign, learn more and take action. Direct them to the website at [amnesty.org/en/get-involved/i-welcome/](https://www.amnesty.org/en/get-involved/i-welcome/) to start.
 - Connect with youth migrant groups / organizations and have social events, low-key shared meals, dancing etc. to get to know them and help their transition into your community.
- Post photos of your collages from Step 2 on social media with the hashtags below.
 - Brainstorm different ways the participants can share what they have learned with others.
 - Remember to share actions on social media such as Facebook, Twitter, Instagram and Snapchat, using the hashtags #IWelcome, #HRE and #AmnestyAction. Tag Amnesty International in posts too!



POEM

FOR USE IN ACTIVITY 1.3, STEP 3

“REFUGEE”

by Rubimbo Bungwe, aged 14 from Zimbabwe, 2002

So I have a new name – refugee.
Strange that a name should take away from me
My past, personality and hope.
Strange refuge this.
So many seem to share this name – refugee
Yet we share so many differences.

I find no comfort in my new name.
I long to share my past, restore my pride,
To show, I too, in time, will offer more
Than I have borrowed.
For now the comfort that I seek
Resides in the old yet new name
I would choose – friend.

Photocopy and distribute to participants.

Amnesty International UK, *Seeking safety* [amnesty.org.uk/
resources/activity-pack-seeking-safety#.WGD2L7bhBPO](https://www.amnesty.org.uk/resources/activity-pack-seeking-safety#.WGD2L7bhBPO)



Patricia (not her real name), a 32-year-old trans woman, forced to flee El Salvador by gang members, Central America, 2016

© Amnesty International/Encarni Pindado

ROLES

FOR USE IN ACTIVITY 1.3, STEP 3

YOU ARE PATRICIA FROM EL SALVADOR

Patricia* (pseudonym) is a 32-year-old transgender woman who owned a business selling soda. She was forced to flee her home country for Mexico because of persecution from gangs and police officers who regularly extorted money from her and beat her. Patricia travelled by herself. During her journey she was attacked and robbed several times. Upon arrival in Mexico, she was denied refugee status and detained. Eventually she was deported back to El Salvador. She remains in fear for her future and has decided to emigrate again.

(See: Home Sweet Home? Honduras, Guatemala and El Salvador's role in a deepening refugee crisis.)

YOU ARE SHAHIN FROM IRAN

Mirza, 41 years old, and his wife Shadi, 36, were teachers in Iran before they were forced to flee with their son Shahin, 10 years old, due to religious persecution. The family stayed in the Refugee Processing Centre (RPC) on the island of Nauru before they moved into community accommodation. Since then, locals broke into their house twice in the middle of the night and smashed up their belongings. Following the attacks, Shahin stopped going to school and doing all other activities. Shadi was even more affected: she stopped eating and talking and tried several times to commit suicide. She was hospitalized in a medical ward at the RPC. The family moved back to the centre to be closer to her.

(See: Island of despair: Australia's "processing" of refugees on Nauru.)

Photocopy the roles below and give one role card only to each participant.

YOU ARE GYAN FROM SYRIA

Gyan, 28 years old and her brother, Alan, are Kurds from Syria. Both are wheelchair users with limited mobility due to a muscle-wasting condition. Alan, Gyan, two other siblings and their mother arrived in Greece in March 2016. They are staying in a remote refugee camp on an abandoned military base 60km north of Athens. The camp of closely packed tents and dilapidated buildings is inadequate for long-term occupation and even more so for people with special needs. Despite the help from volunteers and organizations, Alan and Gyan rely heavily on their family for care and fear they will have to spend another winter in the camp.

(See: *Greece: Our hope is broken: European paralysis leaves thousands of refugees stranded in Greece*)

YOU ARE RAHIM FROM AFGHANISTAN

Rahim was only 16 when he fled Afghanistan in 2012 in fear for his life. In Turkey, he was registered as an unaccompanied child and placed in a children's shelter in a remote eastern city. After six months living in harsh conditions in the shelter and with no access to work or school, Rahim ran away to Istanbul. He found work in a textile workshop and managed to save enough money to pay a smuggler to take him to Europe. But his group was arrested at the border with Bulgaria and sent back to Turkey where he ended up in a removal centre in Edirne where officers beat him. Despite the risks he remains determined to repeat the perilous journey to Europe.

(See: *The human cost of Fortress Europe: Human rights violations against migrants and refugees at Europe's borders*)

YOU ARE ABDHULAH FROM SOMALI

Abdulahi* (pseudonym), 18 years old, and Mohammed* (pseudonym), 15 years old, moved back to Somalia in 2016 after living for several years in Dadaab refugee camp in Kenya with their family. Soon after they returned, the armed group al-Shabaab attacked their neighbourhood and raided livestock and people's homes. The armed group forcibly recruited the boys. As their family protested, their father was killed in front of them. Eventually they managed to escape and make their way back to Dadaab. Now Abdulahi works in the market where he does heavy lifting for 100 Kenyan shillings a day (approximately US\$1) to get food for him and his brother. They do not know where the rest of their family is.

(See: *Nowhere else to go: Forced returns of Somali refugees from Dadaab refugee camp, Kenya*)





SECTION 2:

WHO ARE REFUGEES

AND MIGRANTS?



*A young refugee on the island of
Kos, Greece, 2015.*
© Amnesty International

“We escaped death; if you haven’t seen it with your own eyes you can’t imagine the horror. Death, fear, explosions, slaughter, that’s why we had to leave.

But it has been such a long journey. Each day we die a thousand deaths... We just want a normal life for our children, for them to sleep without fear.”

(R, a Kurdish woman from Qamishli, Syria, travelling with her husband, niece and four children, as told to Amnesty International.)



Refugees and migrants walk towards the Macedonian border near the village of Idomeni, Greece, 2015.

© Richard Burton/Amnesty International



WHO ARE REFUGEES AND MIGRANTS?

The answer is easy: they could be any one of us. They are women, men, young people and children. They are mothers, fathers, sisters, brothers, sons and daughters. They are from different social backgrounds, have different educational levels and work in every conceivable profession. They are doctors, artists, activists, engineers, farmers, small business owners, politicians, electricians, shopkeepers. They are diverse in terms of sexual orientation, gender expression, ethnicity, religion and political beliefs.

Refugees and migrants have different reasons for leaving their homes. Some are forced to flee due to conflict, violence or persecution while others leave to escape dire poverty. Some people migrate for better work or educational opportunities, or because of the impact of climate change; others to join family members already abroad. We will explore these reasons further in Section 3.

Here are some snapshots of the diverse situations refugees and migrants find themselves in.

On the move: Many refugees and migrants are on the move as you read this, meaning they are walking, riding trains, risking their lives on a boat or taking a flight. For example, thousands of children are making their way from Guatemala, Honduras and El Salvador to the border with the USA where they hope to live and perhaps be reunited with their families. These children are at risk of attacks and abuse by criminal gangs, smugglers and the police as they travel north. They risk being stopped in their tracks by border officials or detained before they reach their destination. But some will evade detection and make it to the USA. Imagine: right now, a 15-year-old boy is clinging to the top of a fast-moving train hurtling through the spine of Central America.

Protracted displacement: Other refugees and migrants have been displaced from their homes for long periods of time, some for 20 years or more. The classification “protracted displacement” is used to describe those displaced for five years or more, without any immediate solutions in sight. Refugees are unable to consider returning, primarily due to the unsafe conditions in their country such as ongoing violent conflict, or because they are on a government list for arrest at the airport as political dissidents. For example, Kenya hosted well over 500,000 refugees in one year, the majority from Somalia who have fled conflict and persecution over many years and, in some instances, decades.

Seeking resettlement in a third country: Out of 22 million people displaced around the world, only a fraction will be offered the chance to resettle in a new country. Right now, some refugees will be applying for resettlement – a lengthy and time-consuming process – while others will have qualified and will be travelling to their new home. One resettlement programme for 108,000 Bhutanese refugees in Nepal, operating between 2007 and 2013, saw more than 86,000 of them permanently resettled in the USA, Canada, the Netherlands, Denmark, Australia, Norway, New Zealand and the UK.



Kosar, from Pakistan. She travelled to Greece with her brother and sister-in-law and her one-year-old niece (in the image). They sleep rough under a bridge in the Port of Piraeus.

© Giorgos Montafis



WHAT IS THE DIFFERENCE BETWEEN A REFUGEE, A MIGRANT, AN INTERNALLY DISPLACED PERSON AND AN ASYLUM-SEEKER?

There are many different words to classify people who have left their homes either by force or by choice. These definitions can affect how a person is treated under international law and by the government of the country to which they have travelled. They also entitle the person to certain legal rights, like the right to seek asylum. But no matter which definition a person fits, they are all entitled to human rights wherever they are in the world.

The term **refugee** refers to a person who cannot return to their own country because they are at risk of serious human rights abuses there, or because of who they are or what they believe. They are forced to flee their country and seek international protection because their own government cannot or will not protect them.

An **asylum-seeker** is someone who has left their country in search of international protection, but is yet to be recognized as a refugee.

A **migrant** is someone who moves around within their own country, or from one country to another, usually to find work, although there may be other reasons like joining family. Some move voluntarily, while others are forced to leave because of economic hardship or other problems. People can migrate “regularly”, with legal permission to work and live in a country, or “irregularly”, without permission from the country they wish to live and work in. Most international migrants live in Europe (72 million) followed by Asia (71 million) and North America (53 million).

An **internally displaced person** is someone who is forced to flee his or her home, particularly as a result of or to avoid the effects of armed conflict, generalized violence, human rights violations or human-made disasters, but who remains within his or her country's borders.

It is important to remember that these labels are not how people define themselves – no one wakes up and thinks, “I am a refugee” or “I am a migrant” over a father or doctor or just a human being!

We all have multiple identities and labels that can be applied to us or that we, ourselves, use in different situations: no single label or identity is capable of fully defining an individual. In your own work, avoid using simplistic labels if possible. For example, instead of calling someone a refugee, you could use the term “person with a refugee background”.

Special focus on refugees

Who is and is not a refugee can be open to interpretation. International legal frameworks, as well as regional and national policy, guide whether someone is considered a refugee in a particular country. For example, depending on the situation and context, a person can be considered a refugee if:

- They are persecuted because of their **gender or sexuality**. For instance, if a woman suffers abuse for not following social norms expected of women in her region, for example by engaging in political or human rights work, and she believes that she would not find protection from the authorities, she may qualify as a refugee.
- They leave the country to avoid **mandatory military service** or indefinite conscription. This is the case for many young Eritrean refugees who leave to escape open-ended service in Eritrea's military, which can last more than 10 to 15 years and where they are forced to work far from their families with very little pay and leave and are subject to grave physical and mental abuse, including death.
- They face **persecution from non-state actors** such as family members, other members of their community or armed groups but the state fails or is unable to protect them (for example, the police do not act to protect them from harm).
- They have left their country due to **armed conflict, natural disaster or persecution from the state**.

ENRICHING NEW SOCIETIES

“I want to obtain my degree and finish what I started... our society is collapsed right now. No one knows its needs more than us.”

(Rima (pseudonym), a 24-year-old Syrian student from Damascus, now a refugee in Lebanon, speaking to Amnesty International.)*

Refugees and migrants contribute immensely to the places in which they settle, as well as to the countries they left behind, helping to create more diverse, dynamic societies which benefits everyone. The money migrants from developing countries send home in the form of remittances is three times greater than that spent by governments on development aid – an estimated US\$404 billion globally in 2013. Migrants work in many jobs that countries urgently need to fill such as in health care and hospitality. They pay taxes and contribute to the host country’s economy, regardless of legal status. In many countries, migrants and refugees make major contributions to science, academia, as well as art and culture from new music to food.

Refugees and asylum-seekers need resources when they first arrive in a country to ensure their human rights are met including safe housing, food, basic health care and protection. This is the minimum that any one of us would want if we were fleeing war, violence or persecution. But it is also a state’s obligation to provide these services under international human rights law.

BASMEH AND ZEITOONEH

Basmeh and Zeitooneh is an organization started by Syrians in Lebanon to get essential aid, social support and job training to other Syrian and Palestinian refugees. Based in Chatila refugee camp, it opened a community centre outside Lebanon’s capital, Beirut, in May 2013 to serve as a reference point for marginalized Syrian refugees. In September 2013, the organization partnered with Médecins Sans Frontières (Doctors Without Borders) to open a health clinic at the community centre providing free services to pregnant women, children under 15 and people with chronic diseases. In Arabic, “basmeh” means smile and “zeitooneh” means olive, a symbol of peace and nourishment.

Learn more at: www.basmeh-zeitooneh.org/



A group of Yazidi women stranded in Greece for over a year receive thousands of messages of support from Amnesty International members, 2017.

© Amnesty International

HARMFUL STEREOTYPES AND STIGMATIZATION

Not all communities and countries welcome refugees and migrants. Too often, when they arrive in a new place they face stigmatization and discrimination. Because they are on the move, they often do not enjoy the same safety and protection that a country's citizens might expect from their communities and local and national governments.

In addition, some media outlets and politicians use inflammatory language to describe refugees and migrants, putting them at risk. This language may include harmful stereotyping, as well as blatant lies. Some common inaccurate statements are:

- Refugees and migrants take state resources without giving anything back.
- Refugees and migrants take jobs away from our citizens.
- Refugees are here illegally.
- Most refugees aren't really fleeing from danger: their countries are safe.
- Migration is the root cause of the economic and social problems in our country.

Unfortunately, it can be politically expedient to stoke people's fears by blaming refugees and migrants for lack of government progress on economic and other issues. People armed with the wrong information about refugees and migrants may say abusive and/or offensive things when they see someone on the street that they think is a refugee or migrant, or worse, they may commit hate crimes. Officials in positions of power – such as those who process asylum claims or control access to health services – can also be motivated to discriminate against refugees and migrants.

Here are some examples of common harmful stereotypes and hate speech in public discourse which affect refugees' and migrants' lives.

The terrorist – Too often, refugees fleeing armed groups are accused of belonging to those groups. See, for example, how Somali refugees are treated in Kenya. For 20 years, Somalis have crossed into Kenya seeking safety from the armed group al-Shabaab, which took over Somalia in 2006 and instituted a regime of violence across most of the country. Somali refugees face a bleak future in Kenya, where the majority are confined to camps, cannot work outside the camps and face obstacles

in access to education. In addition, false accusations of belonging to an armed group has resulted in Kenya's police abusing their human rights. Politicians have scapegoated them following armed attacks. The Kenyan authorities have also tried to close Dadaab refugee camp, home to around 270,000 people including roughly 260,000 Somali refugees, some of whom have lived there for decades, by claiming they are a security threat. This action has further traumatized people who have given up everything to escape armed conflict and build new lives.

The criminal – Refugees and migrants are often accused of being criminals. For example, in the EU, Germany hosts the largest number of refugees, primarily from Syria, Iraq and Afghanistan but also from Sudan, Somalia, Eritrea and elsewhere. While many in Germany have welcomed refugees, others have spread fear that large numbers of people arriving from non-European countries will increase crime. Such stereotyping is rooted in racism and xenophobia – there is no evidence that refugees commit more crimes than citizens and there is some evidence to suggest immigration actually lowers crime. In Germany, refugees and migrants have also increasingly been the victims of hate crimes. In 2015, German authorities recorded 1,031 politically motivated crimes against asylum shelters, five times as many as in 2014 and sixteen times more than in 2013. In addition, migrants from Eastern Europe, the Balkans and the Roma people have been accused of criminal acts and subject to prejudice. Germany is increasingly deporting irregular migrants, as well as failed asylum-seekers.

The helpless woman – Women refugees are frequently portrayed in the media as victims of war, trafficking and other human rights abuses. But those who have endured trauma are far from helpless or passive: they continue to exercise their agency and often courageously build new lives. Frequently, women refugees are referred to as "vulnerable". Women refugees are not all vulnerable simply because of their gender, though some may find themselves in a disadvantaged situation due to the way they are treated by traffickers, other refugees or authorities, or because their specific needs are not taken into account in refugee camps or by refugee programmes. Some women refugees wield significant social capital whether from their political activity, status as community leaders, or work with aid organizations or entrepreneurship.

Amnesty International resources used in this section

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ACTIVITY 2.1

EXPLORING ASSUMPTIONS, MYTHS AND STEREOTYPES

LEARNING OUTCOMES

Participants will be able to:

- Recognize how we make assumptions about people
- Analyse opinions of and attitudes towards refugees and migrants
- Identify common myths, assumptions and stereotypes surrounding refugees and migrants

TIMING

2 hours 30 minutes

WHAT YOU NEED

- Magazines, newspapers, images, social media tweets or posts for participants to cut out
- Pens, markers
- Flipchart
- Scissors
- Tape and glue
- Index cards/half sheet of blank paper/post-it notes
- List of prejudices from page 50

THIS ACTIVITY HAS FOUR STEPS

Step 1: Three truths and a lie (30 min)

Step 2: The refugee and migrant wall (45 min)

Step 3: Identifying myths and stereotypes (45 min)

Step 4: Take action (30 min)

FACILITATION TIPS



- ☑ Please read this section before doing the activities and prepare what you will need to deliver the activities.
- ☑ You can break this activity into two by combining Steps 1 and 2 and then Steps 3 and 4, each of which could be one hour each.
- ☑ Step 1 can also be used as a quick introduction to stereotypes and myths if you are short of time.
- ☑ In Step 1, you can use creative techniques to divide participants into pairs. For example, play music and ask the participants to dance for a little while. When the music stops, tell them to find a partner.
- ☑ For Step 2, try to find a wide variety of media, for example magazines, newspapers, images, social media posts, tweets. Materials should contain lots of visuals. You can ask participants to bring some materials to the session. Make sure to include magazines and newspapers that target men, women and young people.
- ☑ If you are unable to locate any relevant materials and images, you can adapt by asking participants to draw images that they feel represent them.
- ☑ For Step 3, participants will not have all the information to answer their questions about the myths. These will come at the end of the module. It is important to keep hold of the myths so you and the participants can see how they deconstructed them and also how they constructed an alternative to the myth.
- ☑ Step 4 can also be given as work to do away from the group.
- ☑ If you have contact with refugee and migrant support organizations, reception centres or former refugee and migrant communities, it could be valuable to collaborate with them. Invite people to participate in some of the activities, speak and share their stories, socialize and network to strengthen support for the diversity of your community.

STEP 1: THREE TRUTHS AND A LIE (30 MIN)

Exercise (15 min)

- Give participants a blank piece of paper.
- Ask participants to write their name and four pieces of information about themselves on the paper. Explain that three pieces of information will be fact and one will be a lie, for example, “Alfonse likes singing, loves football, is a human rights activist and voted for Trump”.
- Participants then circulate with their sheets of paper. They meet in pairs and show each other the four pieces of information and try to guess which of the “facts” is a lie. (To divide participants into pairs you can use the creative technique in Facilitation Tips.)
- Ask the participants to meet another person and repeat.
- The third time, get participants to find one last partner with whom they should – instead of sharing their “facts” – discuss the following questions:
 1. *Was it easy to find the lie?*
 2. *How did you go about identifying or guessing which information was fact and which was a lie?*
 3. *Did you make assumptions about the person? What kind of assumptions?*
 4. *Were your assumptions always correct?*

Plenary (15 min)

- Ask participants to share what they discussed in pairs.
- Write on a flipchart any assumptions that participants made about each other in order to identify what was fact or lie.
- Discuss whether the assumptions we make about people are always correct.
- Reflect with the participants on the following:
 - ✓ How people usually make assumptions about others based only on what they see – like a person’s gender, their skin colour, religion, where they come from, or whether they have a disability.

- ✓ It is difficult to know people just by looking at them or associating them with a group.
- ✓ Many times, assumptions about certain groups come from what we have learned or heard from the media, family and friends.
- ✓ It is important to recognize that we make assumptions about people, often based on learned stereotypes and prejudices.
- ✓ This is often the case in our assumptions about refugees and migrants. We will explore this further in the next activity.



Refugees living in the ‘Village All Together’ camp (PIPKA), an open self-organized refugee camp in Lesbos, Greece 2017.

© Giorgos Moutafis



STEP 2: THE REFUGEE AND MIGRANT WALL (45 MIN)

Group work (20 min)

- Depending on the group's size divide participants into groups of five or six.
- Place magazines and newspapers on the floor in the centre.
- Give each group a flipchart and ask participants to use the materials and art supplies to create a collage reflecting what they hear about refugees and migrants from sources such as the media, politicians and family. They can draw, write and make it as creative as possible.
- When they have finished their collage, ask participants to discuss the following questions:
 1. *How do you think refugees and migrants are portrayed? Do you think there is a difference between the way men and women and children are portrayed?*
 2. *Why do you think media and politicians often use these stereotypes?*
 3. *How does it affect the way people feel about refugees and migrants and the attitudes they have towards them?*

Plenary (25 min)

- Ask participants to return to the plenary and put the collages next to each other on a wall. If you cannot tape it to a wall, place it on the ground.
- Give the participants a few minutes to read and observe the wall.
- Ask participants to share their reflections as follows:
 1. *How do you feel looking at the wall?*
 2. *How does this affect how you feel about refugees and migrants and the attitudes you have towards them? And how they feel about themselves?*
 3. *How is this used to divide and separate us?*

STEP 3: IDENTIFYING MYTHS AND STEREOTYPES

(45 MIN)

Brainstorming (5 min)

- Write the word MYTH and ask participants what it means to them. Do the same with STEREOTYPE.
- Ask participants to write or draw on separate cards all the myths and stereotypes they most commonly hear using one statement per card or post-it note.
- Ask participants to place the sheet of paper on the floor so that all the cards can be seen by each of the participants.

Identifying categories (10 min)

- Ask participants to sort the cards into different categories according to their own criteria about the issue being explored. It is important to allow participants to come up with their own categories. This may look disorganized and slow at first, but trust that they can do it.
- Discuss what the categories show. For example, which one goes in which category and why?

Identify information needed (30 min)

- This can be done in plenary or in groups according to category.
- Ask participants to explain why they categorized a concept in a certain way, say if they needed more information in order to choose which category and where they suggest they can look for it.
- Explain that this is only the beginning.
- Ask participants to remember the examples of myths, stereotypes and prejudices arising throughout the activities to see what they have learned about confronting myths and stereotypes and how they might want to share this with others.
- For examples see list on page 50.



STEP 4: TAKE ACTION – SENDING OUT POSITIVE MESSAGES (30 MIN)

Brainstorm (10 min)

- Ask participants to think about how they would write a news article that does not stigmatize refugees and migrants. What would be the main features of such an article? What should they include? What should they exclude?
- Label the flipchart with the categories “to include” and “to avoid” and write down the participants’ answers.
- Participants can use real examples from their collages or from media and social media to support their views.

Small group or individual (20 min)

- Ask participants if they know of any positive stories about refugees and/or migrants.
- Ask participants to write a short article, tweet or other type of message that helps challenge stigmatization of refugees and migrants.
- This can also be done away from the group and shared at the next session.
- Identify where and how participants can share their messages. They could submit the article in a school, university or community newspapers or they could post it on a blog.
- Ask participants what can be done to challenge the way refugees and migrants are portrayed in the media, by our families and in communities?

Remember to share actions on social media such as Facebook, Twitter, Instagram and Snapchat, using the hashtags #IWelcome, #HRE and #AmnestyAction. Tag Amnesty International in posts too!



A wall in the office of the ‘Together Project’ in Toronto, Canada. It organizes training schemes with employers to give refugees the skills to enter the workplace, 2017.

© Stephanie Foden/ Amnesty International

ACTIVITY 2.2

UNDERSTANDING THE OTHER

LEARNING OUTCOMES

Participants will be able to:

- Understand the complexities inherent in existing opinions of and biases against refugees and migrants.
- Demonstrate empathy with people whose opinions we do not necessarily agree with.

TIMING

2 hours

WHAT YOU NEED:

- Photocopies of case studies (one per group) page 60-61
- Four signs (“Strongly agree”, “Strongly disagree”, “Agree”, and “Disagree”)
- Written statements from page 58, or you can select statements from news and social media

THIS ACTIVITY HAS THREE STEPS

Step 1: Understanding different perspectives (60 min)

Step 2: Do you agree or disagree (30 min)

Step 3: Take action (30 min)

FACILITATION TIPS



- ☑ For Step 1 encourage participants to challenge themselves by being as non-judgmental as possible. Explain that being non-judgmental about the attitudes of others with whom you don't agree allows us to “dig deeper” into an issue and better understand its complexity. It is important to always ask “why does this person feel or think this way?”
- ☑ Ask participants to adapt the case to their own context, or a typical situation they have encountered or know of, for example concerning a group of people who have migrated to their country and against whom their community is prejudiced.
- ☑ For Step 2 use statements from those on page 58, or choose statements relevant to your context based on headlines, articles or social media posts.
- ☑ Do not worry about having everyone agree but do focus on ensuring a respectful discussion. This activity aims only to begin to understand where participants are and to let them know these questions will be explored more in other activities.
- ☑ During the discussion, if all participants agree on any of the statements, play the role of “devil's advocate” by expressing the opposing opinion.
- ☑ Some participants may say they don't know whether they agree or disagree and do not want to stand beside any of the four signs. If this happens, ask them to say more about the statements and then encourage them to choose a sign to stand beside. If they still do not want to, let them stand in the middle of the room as a “Don't know” group.
- ☑ If you have contact with refugee and migrant support organizations, reception centres or former refugee and migrant communities, it could be valuable to collaborate with them. Invite people to participate share their stories, socialize and network to strengthen support for the diversity of your community.

STEP 1: A DIFFERENT PERSPECTIVE (60 MIN)

Small group work (30 min)

- Divide participants into groups of four or five people.
- Give each group a case that represents a different perspective on refugees and migrants.
- Ask participants to read the cases and discuss questions related to them.
- Suggest the group devises a short role-play (optional depending on time).

Plenary: (30 min)

- Bring the groups back together. Ask them to feed back on their role-play and] to reflect on and share the responses to the questions:
 1. Was it difficult to listen to opinions very different from yours? Was it difficult to reach agreement?
 2. How did you finally reach some agreement? If you didn't, why not?
 3. What did you learn during this activity?



Participants in a workshop organized as part of Amnesty International Algeria's fifth annual youth camp.
© Amnesty International Algeria

STEP 2: DO YOU AGREE OR DISAGREE? (30 MIN)

- Before the activity begins, put up the four signs around the room, leaving enough space between them to allow a group of participants to stand near each one. Review the statements provided below and choose five or six relevant to your context and which you think will lead to the most discussion.
- Explain to participants that this activity is designed to give them a general understanding of their own and each other's opinions and attitudes about refugees and migrants. Remind them that everyone has a right to his or her own opinion and no response is right or wrong.
- Read aloud the first statement you have chosen.
- Ask participants to stand near the sign that reflects what they think about the statement.
- After the participants have moved to their sign, ask a few participants beside each sign to explain why they are standing there.
- After a few participants have shared their attitudes on the statement, ask if anyone wants to change their mind and move to another sign.
- Then bring everyone back together and read the next statement and repeat the stages above. Continue for each of the statements chosen.

Statements towards refugees and migrants:

- Refugees live on benefits and take advantage of it.
- Most refugees aren't really fleeing from danger. Their countries are safe.
- We don't have the capacity to host more people.
- Most of the world's refugees come to developed countries.
- Refugees are here illegally.
- People on the move take our jobs.
- Refugees and migrants do not want to integrate.
- Refugees overuse the health system and make it collapse.
- Refugees have a lot of money and benefit from special treatment from the government.
- When they go to school, refugees and migrants contribute to bringing down the educational level.
- Most refugees and migrants are potential terrorists or criminals who fled the justice system in their country of origin.
- Migration is the root cause of the economic and social problems in our country.



Amnesty International activists organized solidarity actions across Spain in protest against US President Trump's immigration policies, 2017.

© Xavier Gil Dalmau

STEP 3: TAKE ACTION (30 MIN)

- Divide participants into groups of three to four and explain that they are going to create a role play in the form of a formal debate on one of the statements discussed. Each participant will be attributed a specific role, for example a journalist, a politician, an aid worker, or member of an advocacy organization.
- Allow enough time for participants to prepare their arguments beforehand, and then take a vote at the end of the debate.
- You can invite other young people to attend the debate or organize it at an event or in school.

More possibilities for action

Suggest some other ways that participants can challenge negative and misguided perceptions and perspectives about refugees and migrants. For example they can respond to social media posts, articles and letters to the local newspaper or media outlet that are negative and spread false information about refugees and migrants, or post alternative and more positive stories.

Remember to share actions on social media such as Facebook, Twitter, Instagram and Snapchat, using the hashtags #IWelcome, #HRE and #AmnestyAction. Tag Amnesty International in posts too!



DIFFERENT PERSPECTIVES: ROLE-PLAYS

FOR USE IN ACTIVITY 2.2, STEP 1

Photocopy one case for each group

CASE 1:

“PARASITES!”

John has been working in the same factory since he was 18 years old. Suddenly the factory closes and he and many others are laid off. John feels angry and frustrated. When queuing up to receive his social security allowance he sees lots of members of ethnic minority groups in the same queue. He thinks they are taking advantage of the system which he and his parents have fought and paid for. He believes that “all these lazy non-European parasites should be sent home as soon as possible”.

Questions:

1. *How does John feel? Why do you think he feels that way?*
2. *What could be the cause of his anger and frustration?*
3. *What would you do if you were in his situation?*
4. *What would help John to relate to and understand the refugee situation better?*

CASE 2:

“MY BEST FRIEND IS A REFUGEE”

Esmee is a young woman living in a community of mainly poor people. The neighbourhood has its ups and downs in terms of the “sense of belonging” its inhabitants feel. Occasionally there are fights and conflicts. Esmee is an agnostic woman and a single mother. In the last year a new neighbour, Safae, moved in to the neighbourhood and she and Esmee have become best friends. Safae is a Syrian (Muslim) woman who was recently recognized as refugee. When she gets bad news from her hometown in Syria, Esmee is always ready to listen to and comfort her. At the same time, Safae is a very positive person who cheers Esmee when she feels stressed by life’s hardships. Even though both women are from completely different backgrounds, they get along extremely well.

Questions:

1. *How do Esmee and Safae feel? Why do they feel as they do?*
2. *What, in your opinion, triggers strong friendships between people?*
3. *Did you ever, like Safae and Esmee, develop a strong friendship with somebody from a totally different ethnic, cultural or religious background to you?*
4. *What can we learn from this to apply to other situations?*

CASE 3:

“WE VERSUS YOU”

An Amnesty student group activist in a university or school in a major city in country X devotes a project week to the discussion of women and LGBTI people’s rights with a group of 15-year-old school pupils. In one of the classes individuals tend to stick to one of two groups, one consisting of pupils whose parents were born in country X, and the other of pupils whose parents were born in North Africa and migrated to country X before they were born. Both groups tend to speak in terms of “We versus You”.

- The group whose families were born in country X say things like, “you North Africans are so backward: you still believe women and gays are inferior!” To the girls they say, “why do you force yourselves to wear veils like nuns. Are you that afraid of your men?”
- The group of North African descent answer them furiously with, “you are always so arrogant. Our women have more things to say than you think. They are the head of the family. Besides, it is immoral to accept a perverted practice like homosexuality. Everybody knows that.”

The Amnesty group activist knows that while a large number of those of North African descent oppose gay rights, some are very tolerant of it. Likewise, the majority of the group from families born in country X have problems with Muslims while the minority tend to remain silent under group pressure. The activist notices how this clash of views occurs in other groups but does not know how to prevent or overcome this dynamic.

Questions:

1. *How does the activist feel about the disharmony and persistent quarrels within her/his group?*
2. *What do you think are the causes of the disunity between the groups?*
3. *What would you do if you were in the activist’s situation?*

CASE 4:

“PROTECT OUR CHILDREN’S FUTURE”

Hassan is an extremely popular politician in country X. His stance on migration is very clear: country X has to close its borders to migrants and refugees. Hassan does not consider himself to be a racist; on the contrary, he calls himself a realist. He points out that it is too dangerous to allow migrants and refugees to enter. The terrorist attacks and increased criminal activities in country X shows that the armed group Islamic State (IS) sends its “warriors”, disguised as refugees, to forge a war. He also points out that, “the majority of ethnic-cultural minorities in this country don’t have work. Often they take advantage of the limited resources that exist. A significant number of ethnic minorities are involved in criminal activities.” Hassan concludes that “we have to think about our children’s future and say ‘NO’ to refugees now in order to avoid social-economic disasters for the country in the future”.

Questions:

1. *What does Hassan think and feel about migration to his country?*
2. *What are the causes of these thoughts and feelings?*
3. *What would you say to Hassan if he, as a good friend of yours, explained to you his stance on migration to his/your country?*



Ranea and Danae are 11-year-old twins from Iraq. They are worried about being stranded in Greece, and they miss their school and friends at home. Danae says: “I do not understand why they open and close (the borders)”, 2017.

© Amnesty International

ACTIVITY 2.3

EXPLORING IDENTITIES AND HUMAN RIGHTS

LEARNING OUTCOMES

Participants will be able to:

- Recognize people's unequal opportunities and access to human rights
- Describe how refugees and migrants face multiple difficulties in accessing their human rights
- Demonstrate solidarity and empathy with refugees and migrants

TIMING

2 hours

WHAT YOU NEED

- Role cards
- An open space (corridor, large room or outdoors)
- Tape or CD player and soft/relaxing music (optional)
- A hat or container
- UDHR simple text summary (page 69)

THIS ACTIVITY HAS THREE STEPS

Step 1: Take a step forward (60 min)

Step 2: We are different, are we equal? (45 min)

Step 3: Take action (15 min)

FACILITATION TIPS



- ☑ You can adjust the time for this activity according to your group's size and needs.
- ☑ Each step can be used as a separate activity.
- ☑ The power of this activity lies in the impact of observing the increasing distance between the participants, especially at the end when there should be a greater distance between those who often stepped forward and those who did not.
- ☑ You can adjust the roles to reflect the context in your own country. As you do so, be sure you adapt the roles so that a minimum number of people can take steps forward, that is, can answer "yes". This also applies if you have a large group and need to devise more roles.
- ☑ In the "imagining" phase at the beginning, it is possible that some participants will say that they know too little about the life of the person they must role-play. Tell them this does not matter and that they should use their imagination and do as best they can.
- ☑ If you have contact with refugee and migrant support organizations, reception centres or former refugee and migrant communities, it could be valuable to collaborate with them by inviting people to participate in some of the activities, speak and share their stories, socialize and network to strengthen support for the diversity of your community.

STEP 1: TAKE A STEP FORWARD (60 MIN)

(Adapted from Compass, Council of Europe, *Manual for Human Rights Education with young people*, 2012, www.coe.int/en/web/compass/introduction-to-the-2012-edition)

Visualization of role (10 min)

- Create a calm atmosphere with some soft background music or ask participants for silence.
- Ask participants to take a role card from the hat (page 68). Tell them not to show it to anyone else.
- Invite them to sit down (preferably on the floor) and read carefully the contents of their role card.

- Now ask them to get into role. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives:
 1. *What was your childhood like? What sort of house did you live in? What kind of games did you play? What work did your parents do? What is your everyday life like now? Where do you socialize? What do you do in the morning, in the afternoon, in the evening? What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What do you do on your holidays? What excites you and what are you afraid of?*
- Now ask people to remain silent as they line up beside each other (like on a starting line).



Exercise: Step Forward (10 min)

- Tell the participants that you are going to read out a list of situations or events. Every time they can answer “yes” to the statement, they should take a step forward. Otherwise, they should stay where they are.
- Read out the situations, pausing for a while between each one to allow people time to step forward and look around to take note of their positions relative to others.
- At the end invite everyone to take note of their final positions. Starting from the most forward position, ask people to read out who they are.
- Highlight where the people who are refugees, migrants or internally displaced fall.
- Ask them to reflect for a minute on:
 1. *How you feel about where you are and about looking at the others from that position?*
 2. *What does this make you think of?*

Statements:

- You have never encountered any serious financial difficulty
- You have decent housing with a telephone and television
- You feel your language, religion and culture are respected in the society where you live
- You feel that your opinion on social and political issues matters and your views are listened to
- You are consulted by other people about different issues
- You are not afraid of being stopped by the police
- You know where to turn to for advice and help if you need it
- You have never felt discriminated against because of your origin
- You have adequate social and medical protection for your needs
- You can go away on holiday once a year
- You can invite friends for dinner at home
- You have an interesting life and are positive about your future
- You feel you can study and follow the profession of your choice
- You are not afraid of being harassed or attacked in the street, or in the media
- You can vote in national and local elections
- You can celebrate the most important religious festivals with your relatives and close friends
- You can participate in an international seminar abroad
- You can go to the cinema or the theatre at least once a week
- You are not afraid for the future of your children
- You can buy new clothes at least twice a year
- You can fall in love with the person of your choice
- You feel that your competence is appreciated and respected in the society where you live
- You can use and benefit from the internet
- You are free to use any internet site without fear of censorship
- You are not afraid of the consequences of climate change



Activists preparing for an action as part of the Lesvos Refugee Rights Action Camp, Greece 2017.
© Giorgos Moutafis/ Amnesty International

Pairs (10 min)

- Ask participants to find a partner with whom to discuss the following questions:
 1. *How did you feel doing this exercise?*
 2. *How easy or difficult was it to play the different roles? How did you imagine what the person you were playing was like?*
 3. *Did you feel that there were moments when your human rights were being ignored? Which human rights?*

Plenary (30 Min)

- Ask participants to share their reflections on the following questions:
 1. *Does the exercise mirror society in some way? If so, how?*
 2. *Where did people with roles of refugees, migrants and internally displaced people end up?*
 3. *Were all the refugees and migrants in the same position or were some in different positions? Why?*
- Conclude with a few points
 - ✓ It is important to recognize the multiple identities of people and how these affect their ability to access certain basic rights like education, work, housing and health services. This is referred to as intersecting or multiple discrimination. For more information see page 127.

STEP 2: WE ARE DIFFERENT, ARE WE EQUAL?

(45 MIN)

Group work (15 min)

- Divide into small groups of four or five.
- Give each group one of the specific refugee and migrants roles, a photocopy of the UDHR summary (page 69) and a list of statements (page 65).
- Explain that each group, using the documents provided, needs to reflect on the following question:
 1. *Which human rights are at stake for each of the roles? Why?*
- Tell them to write their answers on a flipchart to present in plenary

Plenary (30 min)

- Ask each group to present their role and which human rights are at stake.
- Explore with the participants:
 1. *What are their similarities? Are there differences?*
 2. *How are the human rights related or dependent on each other?*



Participants in the Refugees Welcome march organized by Amnesty International UK in partnership with more than 40 other organizations, UK, 2016.

© Marie-Anne Ventoura/ Amnesty International

STEP 3: TAKE ACTION (15 MIN)

Brainstorm ways that you can take action to spread awareness about these issues. Suggest facilitating this activity with other groups that participants are a part of, including school or university classes, community groups, volunteer organizations and sports teams.



ROLE CARDS

FOR USE IN ACTIVITY 2.3, STEP 1

You are an unemployed single mother

You are a recently resettled Syrian refugee woman with two young children

You are the daughter of the local bank manager. You study economics at university

You are the son of a Chinese immigrant who runs a successful fast food business

You are an Arab Muslim girl living with your parents who are devoutly religious

You are the daughter of the American ambassador to the country where you are now living

You are a 15-year-old refugee without family living in a refugee camp

You are the owner of a successful import/export company

You are a disabled young man who can only move in a wheelchair

You are a retired worker from a factory that makes shoes

You are a 17-year-old Roma girl who never finished primary school

You are the girlfriend of a young artist and you are addicted to heroin

You are an HIV-positive, middle-aged sex worker

You are a young transgender woman fleeing her country

You are an unemployed university graduate waiting for the first opportunity to work

You are a fashion model of African origin

You are a 24-year-old refugee from Afghanistan

You are a homeless man, aged 27

You are an undocumented immigrant from El Salvador

You are the 19-year-old son of a farmer in a remote village in the mountains

Photocopy and cut along the line.













Make sure every participant has a role

UDHR SUMMARY

FOR USE IN ACTIVITY 2.3, STEP 2

SUMMARY OF ARTICLES IN THE UDHR

1.	Freedom and equality in dignity and rights
2.	Non-discrimination
3.	Right to life, liberty and security of person
4.	Freedom from slavery
5.	Freedom from torture
6.	Protected by the law
7.	Equal before the law
8.	A remedy when rights have been violated
9.	No unjust detention, imprisonment or exile
10.	Right to a fair trial
11.	Innocent until proven guilty
12.	Privacy and the right to home and family life
13.	Freedom to live and travel freely within state borders
14.	Right to go to another country and ask for protection
15.	Right to a nationality
16.	Right to marry and start a family
17.	Right to own property and possessions
18.	Freedom of belief (including religious belief)
19.	Freedom of expression and the right to spread information
20.	Freedom to join associations and meet with others in a peaceful way
21.	Right to take part in the government of your country
22.	Right to social security
23.	Right to work for a fair wage and to join a trade union
24.	Right to rest and leisure
25.	Right to a standard of living adequate for your health and well-being
26.	Right to education, including free primary education
27.	Right to share in your community's cultural life
28.	Right to an international order where all these rights can be fully realized
29.	Responsibility to respect the rights of others
30.	No taking away any of these rights!

		CIVIL RIGHTS AND LIBERTIES Right to life, freedom from torture and slavery, freedom of expression and religious belief, right to non-discrimination.
		LEGAL RIGHTS Right to be presumed innocent, right to a fair trial, right to be free from arbitrary arrest or detention.
		SOCIAL RIGHTS Right to education, to found and maintain a family, to recreation, to health care.
		POLITICAL RIGHTS Right to participate in the government of the country, right to vote, right to peaceful assembly.
		ECONOMIC RIGHTS Right to property, to work, to housing, to a pension, to an adequate standard of living.
		CULTURAL RIGHTS, SOLIDARITY RIGHTS Right to participate in the cultural life of the community.

1) This summary was specifically developed to be used in this educational activity. It is not a UN approved summary.

Photocopy for the group.



SECTION 3:

THE DISPLACEMENT

CRISIS AND LACK OF

POLITICAL WILL



Refugees and migrants are left with nowhere to go while EU leaders negotiate a deal to return thousands back to Turkey. At the border with Macedonia up to 13,000 people were stranded near Idomeni, Greece, 2016.

© Fotis Filippou

“The more we try to deal with migration simply by clamping down on it with tighter border controls, the more we find that human rights are sacrificed – on the journey, at the border, and inside host countries.

Few if any states have actually succeeded in cutting migrant numbers by imposing such controls. The laws of supply and demand are too strong for that. Instead, immigrants are driven to enter the country clandestinely, to overstay their visas, or to resort to the one legal route still open to them, namely the asylum system.”

Kofi Annan, former Secretary General of the UN



CONTEXT

“The fact that we are seeing so many new crises breaking out without any of the old ones getting resolved, clearly illustrates the lack of capacity and political will to end conflict, let alone to prevent it. The result is an alarming proliferation of unpredictability and impunity.”

António Guterres, former UN High Commissioner for Refugees and current Secretary-General of the UN

Today, millions of people are on the move. According to UNHCR, 22.5 million refugees are displaced by violence, conflict and oppression, forced to leave behind everything they know in search of safety. Another estimated 244 million people, or 3.3% of the world’s population, live outside their country of origin in search of a decent life. Some of them moved to find new or more fruitful opportunities but most had no other option.

Although numbers on the move today are extraordinarily high because of several conflicts, human rights abuses and the need to escape life-threatening poverty, large-scale movement is not new. Throughout history, people have moved and

created new lives out of necessity. It is likely that someone in your family once migrated from their hometown in search of work and opportunities or as a refugee fleeing persecution or conflict. Examples of large-scale movement from the past 200 years include:

- “The Great Migration” between 1915 and 1960 in the USA. Five million black US nationals moved from southern states like Georgia and Mississippi to northern cities like Chicago and New York. They were escaping dire poverty, racist violence and laws that treated them differently from white nationals.
- After World War II, millions of Germans living in Eastern Europe were forced to return to Germany. Czechoslovakia, for example, expelled 2.2 million Germans, seizing their properties.
- During Cambodia’s Khmer Rouge regime between 1975 and 1979, up to 40% of Cambodia’s population was forced to migrate to rural areas. As 1.7 million Cambodians died of starvation or military execution, thousands fled across the border and sought asylum.



Protests in Lesbos and Chios took place following the implementation of the EU-Turkey deal, which would allow the return of large numbers of people from the EU to Turkey, 2016.

© Amnesty International



Children from South Sudan in a refugee camp in Northern Region, Uganda, 2017.

© Amnesty International

WHY DO PEOPLE MOVE?

People move for multiple and interrelated reasons and under different circumstances. Typically, a refugee or migrant will have explored many possibilities before deciding to leave their home. Remember, most people would prefer to stay in their countries, close to their families, support systems, language and culture. However, when someone is denied safe, humane and decent options to survive, make a living and ensure their basic needs are met, they move.

One of the main reasons for people moving is to escape war and violence. For example, millions of Syrians have left Syria due to the war that began in 2011. Many Syrians have fled from aerial bombing, militias and life under the armed group calling itself Islamic State (IS), to escape army conscription or because they believe they will be arrested, tortured or killed for their political activism. UNHCR estimated that 5.5 million Syrian refugees live in five countries: Turkey, Lebanon, Jordan, Iraq and Egypt, while inside Syria, an estimated 6.3 million people are displaced (see UNHCR's Global Trends, Forced Displacement in 2016).

Another core reason for people to leave home is persecution for political involvement, religious beliefs, sex, gender, sexual orientation and gender identity, race, ethnicity or other aspects of their identity. For example, some journalists have left Turkey and sought asylum for fear of being imprisoned for criticizing the powerful. People who are gay, lesbian or transgender in all regions of the world may flee because they experience harassment, extortion and violence from state officials and non-state actors coupled with a lack of state protection.

PATRICIA'S STORY – EL SALVADOR

Patricia is a transgender woman from El Salvador who fled to Mexico because she faced harassment from gangs and the police because of her gender identity. This is her story:

"I am 32 years old. I have always dedicated myself to my business, I sell soda. I have always been a hard worker but I could not live peacefully because police officers followed me around, extorting money from me, harassing me and beating me up. They said they did not like me because of 'who I am'. I was threatened by gangs as well - each month they charged me 'rent' but I was not able to pay it all. I believe I was threatened because of discrimination or homophobia, because of who I am. I had thought about going to the authorities but I realized that they were the same people who were harassing me. I went to the Human Rights Ombudsman's office twice to make a complaint but nothing came out of it. I decided to leave the country. I felt trapped. I did not know anyone who had emigrated so when I decided to go, I went alone without knowing anything or what could happen to me."

See Amnesty International, *16 Days of activism against gender-based violence 2016*, (ACT 30/5060/2016)



Amnesty International activists organized solidarity actions across Spain in protest against US President Trump's immigration policies, 2017.

© Xavier Gil Dalmau

Migration often occurs for economic reasons. Millions of people around the world live in extreme poverty. In Ethiopia, this may mean living on less than US\$1 a day. Consequently, some Ethiopian women migrate to the Middle East to work in people's homes cleaning, cooking and taking care of children. There are currently 52 million migrant domestic workers worldwide of whom 80% are women.

People also migrate because of environmental, social and political factors. For example, a prolonged drought could cause people dependent on the land for their income to move in order

to survive. An environmental disaster such as an oil spill could force residents to abandon the area. As the earth warms, climate change could dramatically increase migration on a large scale. In coastal countries like Bangladesh, the projected rise in sea level due to global warming could force 20% of the population to move further inland.

The decision to migrate can also be deeply personal, such as the desire for a better education or to live closer to family members abroad.



HOW DO PEOPLE MOVE?

People move in every way imaginable. They go by foot, carrying only the most essential items for their journeys, like passports, money and cell phones. They take boats, such as those that cross Lake Kivu in the Democratic Republic of Congo or the rafts traversing the Mediterranean Sea from Libya to Italy. If they can afford to, they may fly.

There are few safe and legal ways for refugees and migrants to move. Often, their journeys involve numerous dangers including possible death. For instance, the route of African refugees and migrants attempting to reach Europe through sub-Saharan Africa to Libya involves days in the scorching Sahara Desert with little food, water or medical aid; and then passing through lawless territory in Libya where criminal gangs and armed groups often kidnap and torture people, holding them for ransom. They also face the risk of arbitrary detention for indefinite periods and in horrific conditions in one of the detention centres for irregular migrants. Women in these

contexts are at particular risk of sexual violence and report high rates of rape.

For some refugees and migrants, the only way to reach safety is by hiring smugglers who often have information and transportation methods to get people across national borders or checkpoints with armed guards, or can obtain identity or other travel documents. People typically pay smugglers between US\$200 and 2,000 to travel across a border. While some smugglers fulfil their end of the transaction and transport people to safety, others abuse refugees and migrants en route and endanger their lives. Some smugglers also collaborate with traffickers who use force and coercion to exploit the people traveling with them. This includes kidnapping and detaining refugees and migrants to extract ransoms, forcing them to labour without pay and many other abuses, some of which are detailed in Ada's story, opposite.



ADA'S STORY - LEAVING NIGERIA TO CROSS THE SAHARA TO LIBYA

“In Nigeria, I didn’t go to school. I was 10 years old when I lost both my parents and my uncle took me to Port Harcourt. He used to sleep with me all the time. I got pregnant four times and had four abortions. My uncle didn’t want me to go out so I had to stay in the compound. He had a gun and threatened he would kill me if I spoke about what happened. Every time he slept with me he gave me money. The last time he slept with me I told a woman I knew about my uncle and she said I should run away. I gave her my money to help me leave and she gave me a mobile and SIM card. She arranged for me to go to Libya with some other people in April 2015.

“We arrived in Libya in May. Some men kidnapped us and put us in a big house in Sabha. They said we should bring money. I told them I had none. They slept with all the women every night. We were taken to a separate room. They kidnapped more people and one of the new girls asked me why I always cried. I told her I couldn’t leave and had spent seven months there. She got someone to pay for me and she said I should go with her to Italy.

“We were transferred by car to another place and then walked for many hours in the night before we finally arrived at the beach. When I saw the sea and the boat, I was scared. It was an inflatable rubber boat and they were pushing us and shouting ‘enter, enter!’ There were over one hundred of us on the boat and we were very uncomfortable. I arrived in Italy two days later. I don’t even know how we got here.”

See Amnesty International Ireland, *Libya: Refugee women at risk of gender-based violence*. <https://www.amnesty.ie/lybia-refugee-women-risk-gender-based-violence/>



Rohingya refugees crossing the border into Bangladesh close to Whaikyang in Cox's Bazar District, Southeastern Bangladesh.

© Amnesty International



Refugees, mostly from Syria and Afghanistan, are received on the beach by volunteers in Lesvos, Greece, and escorted to a refugee camp, 2016.

© Amnesty International

TURNED AWAY AT THE BORDER OR UNABLE TO FLEE

Many people trying to flee are unable to leave their country or reach the borders of a destination country or reach a safe country. This is particularly the case for women, children, people with disabilities, people in poverty and others who face additional barriers to flight. They may, for example, have less information about where to flee or how to seek asylum and survive in another country; tight restrictions on their freedom of movement and personal autonomy; and may be less able to pay the hefty costs involved.

Increasingly, countries are closing their borders to refugees. Such actions gravely violate refugees' and migrants' rights. In 2014, Jordan closed its borders to Syrian refugees with some limited exceptions for medical evacuations and vulnerable women and children. In mid-2016, Jordan sealed off its entire border with Syria after a deadly attack on a nearby military base in which seven Jordanian soldiers died. This left more than 75,000 refugees trapped in a desert wasteland, exposed to extreme weather conditions, forced to live in makeshift shelters lacking protection. Jordan simultaneously restricted the already limited humanitarian aid to the area, depriving the refugees of food, water and medical care.

In addition, some countries send refugees and migrants to offshore processing centres where they face high levels of abuse and prolonged detention. For example, in July 2013, Australia decided that no refugees or migrants trying to reach Australia by boat would be allowed to land safely. Instead, they were intercepted and taken by force to Manus Island in Papua New Guinea and Nauru Island. Australia funds these countries – both of which have a history of human rights abuses – to process these refugees. Detainees told Amnesty International that the conditions are like “open-air prisons”; many have been there for years with no indication they will be allowed to leave. Almost all of them suffer from deteriorating mental health and some have attempted suicide. Security guards and island residents have also physically and sexually assaulted some of the refugees, including children.



Refugees in Hungary walking on highway M1 towards the Austrian border as part of the 'March of Hope' demonstration to protest against government policies towards refugees, 2015.

© Sebastian Brötznner

JALIL'S STORY – DETAINED ON NAURU

“Everything was so dirty — bathroom, shower. Healthcare was not available... They would give us a few minutes to shower. They [the guards] said: ‘Our country — our water, so we decide when to turn it off.’ Everybody was on pills for mental health, crying every night, nobody believed in life anymore.”

See Amnesty International, *Island of despair, Australia's “processing” of refugees on Nauru*, (ASA 12/4934/2016)



WHERE DO PEOPLE LIVE?

The majority of the world's refugees have fled to neighbouring countries. Low and middle-income countries like Jordan, Turkey, Lebanon, Pakistan, Kenya and Ethiopia host 86% of the world's refugee population, according to the UN refugee agency's figures. Rich countries, like the USA, Australia, UK, France and Switzerland host a very small percentage of refugees. For example, the UK has accepted approximately 8,000 Syrians since the conflict began, while Jordan – with a population almost 10 times smaller than the UK and just 1.2% of its GDP – hosts more than 656,000 Syrian refugees. The total refugee and asylum-seeker population in Australia is about 50,000 compared to more than 740,000 in Ethiopia. Some countries officially take no refugees at all. (Figures taken from Amnesty International, 2016, *Tackling the global refugee crisis, from shirking to sharing responsibility*).

Once refugees are in a new country they live in refugee camps, informal settlements or in rural or urban environments where many struggle to find adequate housing, pay rent and obtain



formal employment. In some contexts, where refugees do not have legal status or are considered “irregular migrants”, they are at risk of exploitation and if caught without correct papers may face detention or deportation. Some refugees would prefer to live independently and not in overcrowded camps without privacy and with limited security.

CAMP LIFE

Imagine going to sleep each night in a refugee camp without a lock on your door or solid walls around you, listening to the noises of the families eating, talking, fighting and having sex just a foot away from you. The next morning when you need to use a bathroom, you have to walk 15 minutes to stand in line and wait your turn. In a well-established refugee camp, the typical latrine serves 50 people. That means in an informal camp or one that has sprung up in response to an emergency, one latrine could serve hundreds of people. Often, there is little protection from the elements and both winter and summer bring their own brutal challenges. While some camp residents are able to start small businesses, like selling vegetables, SIM cards, or opening hair salons, most job opportunities are extremely limited and many people find no work at all. Instead, they are forced to depend on aid to survive and must stand in long lines to receive food, collect water or see a doctor.

Camp design may not always recognize the needs of diverse groups of refugees and migrants or take account of women's safety needs: a classic example is poorly lit latrines. They may not be sensitive to cultural norms like the need to restrict women's interactions with men outside their immediate family, leaving many women unable to access basic services in the camp. People with disabilities may face physical and other additional barriers in access to basic services or collecting assistance in camps. The elderly may struggle to get food and other forms of assistance appropriate to their needs. And LGBTI refugees may face discrimination from other refugees.



Photograph from the exhibition 'Objectivity' by Vesselina Nikolaeva, for Amnesty International and the Bulgarian Helsinki Committee, 2014

© Vesselina Nikolaeva

Life in a camp is not always safe. In addition to the risk of violence, lack of food, fuel or other basic necessities may require people to leave the camp to collect extra supplies. This job often falls to women leaving them at risk, in some cases, of sexual and other violence. Camp residents, especially women, may also be at risk of harassment or exploitation by camp officials, including those who distribute humanitarian assistance, and have few remedies available when their rights have been violated. In some cases, residents are prohibited from leaving the camp and effectively imprisoned.

OUTSIDE THE CAMP

Refugees who manage to live outside a camp also face challenges. They may be less likely to receive or be a priority for humanitarian assistance and face discrimination when seeking to access services in host communities. If they are living outside the camp illegally, such as refugees in Ethiopia who move to cities like Addis Ababa, they will also be unable to get basic services for which they need legal papers. They will usually have to do jobs that no one else wants to do, like construction and cleaning. They are sometimes abused

by employers who pay them less than the minimum wage, or withhold payment for months at a time. They are also at risk of arrest by the police and possible deportation. In December 2015, a group of Sudanese refugees in Amman, Jordan, organized a peaceful protest outside the UN refugee agency offices to call attention to their needs. After a few days, Jordanian police, in collaboration with the Sudanese authorities, rounded up and deported hundreds of them to Khartoum, Sudan, where human rights groups say some were interrogated, tortured and imprisoned.

Many countries which host the majority of refugees struggle to fulfil asylum-seekers' and refugees' basic needs, while simultaneously prohibiting them from lawful wage-earning employment. This means that most asylum-seekers and refugees work in the informal economy where they are at risk of unfair or exploitative working conditions.

Many girls and women face gender-based violence or threats of violence in non-camp dwellings. Maryam is a Syrian refugee living in Lebanon and her story illustrates how these threats sometimes come from the very people meant to protect them.



Fatima and her mother Hadia Elmil from Somalia at their home in the Kakuma refugee camp in Kenya, 2016
© Richard Burton/Amnesty International

MARYAM'S STORY – LEBANON

“One of my relatives died... the police took a report from me and my sister. It included all our information – names, addresses and telephone numbers. After a while the police would pass by our house or would call us and ask us to go out with them. It was the same three police officers who took our report. Because we don't have legal [residence] permits, the officers threatened us and said they would imprison us if we didn't go out with them. This went on for about two months. Then our landlord wanted the house back so we moved. We changed our phone numbers and didn't give the police our new address. Now I wouldn't dare go to the police station. Even if I did go, I wouldn't benefit. The police wouldn't help me.... Whether I'm single or married, I'm always harassed. It's why we're afraid for our children. I have a daughter who is 16 and I'm afraid to send her even to the closest shop.”

Maryam, a Syrian woman from Homs, arrived in Lebanon in 2013 where she lives with her family. See Amnesty International, 16 Days of Activism against gender-based violence 2016 (ACT 30/5060/2016).



Women and children made their own cards for the #OpenToSyria campaign at an informal settlement in Bekaa Valley, Lebanon, 2015.

© ALI ALSHEIKH KHEDR / Amnesty International

SOLUTIONS OUT OF REACH FOR MOST DISPLACED PEOPLE

The world's approach to forced displacement arose in the aftermath of World War II. The UN decided a guiding framework was needed as well as an international organization to lead the world's response to refugees. The UN Refugee Convention, born in July 1951, is an international legally binding document that defines who is a refugee and the protections they are entitled to. At the time, the Convention was signed by 19 nations and today all but 45 countries have signed it. The UN refugee agency was created to shepherd the Convention into reality. In 1967, the Protocol relating to the Status of Refugees came into force to remove some of the 1951 Convention's geographical and time limits.

While migrants are not included in the UN Refugee Convention, their rights are protected under several other international human rights treaties. Human rights tools and laws are covered further in Section 4.

Since the UN Refugee Convention, the international community has typically advocated for three durable solutions to prolonged displacement, that is, long-term solutions that allow refugees to secure the political, economic, legal and social conditions needed to maintain their livelihood and live in dignity and peace:



The first is **integration with a local community**. This can occur when a country allows refugees legal pathways to reside and become a part of the society, including access to education and job opportunities. Uganda, for example, allows refugees to live outside camps and to work. Unfortunately, many other countries do not permit integration and instead restrict refugees to camps and bar them from working. In Ethiopia, where thousands of Eritrean refugees live in camps in the north, with no way to have a normal life, many choose to make the dangerous journey with smugglers through the Sahara and Libya to try and reach Europe. They are often exposed to horrific human rights abuses and violations along the way. Some have even died in the process.

Resettlement involves the transfer of refugees from the country where they have sought initial asylum to another country that has agreed to admit them and grant them permanent residence. This is the preferred option for refugees especially when they have special vulnerabilities such as those that face violence and persecution in their country of asylum, children on their own and other groups.

The UN refugee agency estimated in 2017 that 1.2 million people urgently need resettlement for their safety and protection, but that only 170,000 will have places. Despite all the wealth in the world, rich countries are still not taking enough refugees through the resettlement programme. (Although a country can establish its own resettlement programme, this rarely happens.) This leaves hundreds of thousands of men, women and children with nowhere to go.

Voluntary repatriation occurs when a refugee feels that conditions at home have changed enough to allow for his/her safe return. The UN refugee agency, governments and NGOs play a role in supporting safe and dignified voluntary repatriations.



Members of a support group for people with disabilities in Dadaab refugee camp, 2016.

© Amnesty International

AMNESTY INTERNATIONAL'S WORK FOR THE RIGHTS OF REFUGEES AND MIGRANTS

Amnesty International has worked with refugees and migrants for decades. It campaigns to prevent refugees from being returned to a country where they are at risk of persecution and serious human rights violations and to protect the most vulnerable migrants, refugees and asylum-seekers from being exploited and abused by employers, traffickers and smugglers, among other issues. As with Amnesty International's other areas of work, the organization focuses on achieving change through field research, advocacy and campaigning to hold people and institutions in power accountable and mobilizing grassroots support through campaigns and activism.

Migrants, refugees and asylum-seekers are entitled to have all their human rights realized and to have access to remedies for human rights violations and abuses against them. Amnesty International calls publicly for the following:

Migrants must

- Be protected from racist and xenophobic violence
- Be protected from exploitation and forced labour
- Not be detained or deported without legitimate reason
- Not be discriminated against.

Refugees must

- Not be forced to return to a country where they are at risk of serious human rights violations
- Be resettled when they are especially vulnerable or in a situation which makes them particularly vulnerable
- Not be discriminated against
- Have access to work, health care, housing and education
- Be allowed to move freely in host countries and have and keep their own identity and travel documents.

Asylum-seekers must

- Be allowed to enter a country to seek asylum
- Not be returned to a country where they would be at risk of serious human rights violations
- Have access to fair and effective asylum procedures and only be returned to a country if their safety and dignity can be ensured
- Have access to the UN refugee agency if they need or want it.



Amnesty International Thailand activists take part in a solidarity event to promote understanding about refugees, 2016

© Amnesty International Thailand



Participants in the Refugees Welcome march organized by Amnesty International UK in partnership with more than 40 other UK organizations, UK, 2016.

© Marie-Anne Ventourra/Amnesty International

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Women and children made their own cards for the #OpenToSyria campaign
© ALI ALSHEIKH KHEDR / Amnesty International

Learn more

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Giorgos Kosmopoulos of Amnesty International Greece talks to media as refugees and migrants wait to cross the border to Macedonia near the village of Idomeni, Greece, 2015.

© Amnesty International

ACTIVITY 3.1

DISTRIBUTION OF REFUGEES AROUND THE WORLD

LEARNING OUTCOMES

Participants will be able to:

- Understand that the majority of the world's refugees are in low- and middle-income countries with limited resources.
- Reflect on how this situation is unsustainable, unjust and leads to human rights violations.
- Develop a general understanding of the concept of responsibility-sharing and what Amnesty International aims to achieve, including with the I Welcome campaign.

TIMING

1 hour to 1 hour 30 minutes

WHAT YOU NEED

- Balloons divided into six different bags as below: you can vary the number of balloons depending on how small or large your group is. It is important that it be challenging and not an easy task to finish since the refugee situation is challenging and not easy. There are three options provided with the following ratio:
option 1 each balloon equals 50,000 refugees,
option 2 each balloon represents 75,000 refugees and
option 3 each balloon represents 100,000 refugees.
 The table below shows how many balloons you will need in each bag, depending on which option you choose.
- If you do not have balloons you may get participants to do a similar task, like drawing the number of people, or building boxes out of paper, instead of blowing up balloons.

		Option 1	Option 2	Option 3
Group 1	Americas	14	9	7
Group 2	Africa	103	68	51
Group 3	MENA	107	71	53
Group 4	Europe	47	31	23
Group 5	Turkey	57	38	29
Group 6	Asia Pacific	70	46	35

A flipchart with the location of refugees around the world clearly outlined (see Info sheet for the facilitator for figures)

- Six sheets of A4 paper, each clearly numbered for each group (1-6)
- Sufficient space, depending on the number of participants
- Option: Video "What is Government Responsibility Sharing?" [youtube.com/watch?v=iqnvytw7L6I](https://www.youtube.com/watch?v=iqnvytw7L6I) (2:28 min)

THIS ACTIVITY HAS THREE STEPS

Step 1: The current situation (30-45 min)

Step 2: Possible solutions (15-30 min)

Step 3: Take action (15 min)

- You can adjust the time for this activity according to your group size and needs.
- You can use the Info sheet for the facilitator at the end of this activity briefing of the global situation of refugees to prepare yourself.
- It is important that you do not tell the participants what the balloons represent at the beginning of the activity, nor what region they are in. You will share this information with them after the first part of the exercise.

FACILITATION TIPS



- The number of participants per group should correlate very roughly to the possible amount of resources that a particular region has to deal with this situation. Regions that have more resources should have more participants in their group and regions that have fewer resources should have fewer participants. This is essential to help people understand that the majority of refugees and displaced people are living in regions with relatively few resources while regions with plentiful resources, like Europe, are actually home to very few refugees.
- For example: if you have 100 participants you could divide them up in the following proportions:
 - **Group 1** Americas: 38;
 - **Group 2** Africa: 8;
 - **Group 3** MENA: 5;
 - **Group 4** Europe: 38;
 - **Group 5** Turkey: 1
 - **Group 6** Asia Pacific: 10
- Depending on the number of participants you have, you can also assign a couple of “observers” to walk around the groups during the activity and observe what is happening. You can also ask the observers to make sure no-one leaves their group.
- If you have an open space you can divide the space into regions of the world (as a map), placing the numbered A4 sheet paper on the ground in its respective ‘region’ (Group 1 Americas, Group 2 Africa, Group 3 MENA, Group 4 Europe, Group 5 Turkey, Group 6 Asia Pacific).
- It is important to remember this is a symbolic representation on a global level to raise awareness and not an exact representation. This activity does not highlight the differences between countries in the same region where there are countries that have higher concentration of refugees than others in the same region.
- At the end of the activity you may want to share and reflect on the short video “What is Government Responsibility Sharing?”
- If you have contact with refugee and migrant support organizations, reception centres or former refugee and migrant communities, it could be valuable to collaborate with them. Invite people to participate in the activities, speak and share their stories, socialize and network to strengthen support for the diversity of your community.

STEP 1: THE CURRENT SITUATION (30-45 MIN)

Balloon activity (10 min)

- Divide the participants into six groups and number them. The groups will represent six different regions of the world as in the facilitation tips. The number of participants in each group should reflect the approximate proportion of the world's resources the region has. Europe and North America should have the majority of people since they have a larger proportion of resources than other regions in the world. For an example on how to divide the groups see Facilitation Tips.
- Ask each group to move to where the A4 sheet with their number is. They can either stand or sit in a circle.
- Distribute the bags of balloons among the groups as per their assigned group number.
- Explain that each group needs to blow up all the balloons they have in the bag and at the same time take care of these balloons in their group.
- Tell participants they have five minutes to blow up all the balloons in their group. When they have finished the task they can stay where they are and wait until the time is over.

Debrief and reflection (20 min)

- After the activity ask participants to stay sitting where they are and to reflect within their groups on the following questions:
 1. *What did you observe was happening?*
 2. *How did you feel doing this exercise?*
- Ask four or five people to share their personal reflections. Try to pick people from different groups as well as the observers.
- Ask the groups to reflect on the following question:
 1. *What do you think this has to do with the refugee situation in the world?*
- Ask participants to share their ideas and write them down on a flipchart.

STEP 2: WHAT WOULD YOU DO? (15-30 MIN)

Balloon activity (10 min)

- Tell the groups they have to continue to blow up the remaining balloons. The participants now know the balloons are refugees and they must continue to take care of the balloons that are blown up. They have 10 minutes and you can let them decide among themselves how to do it. The observers will continue to observe.

Debrief and reflections (20 min)

- After the activity ask participants to stay sitting where they are and to reflect within their groups on the following questions:
 1. *What happened? What did you do?*
 2. *How did you feel?*
 3. *Did you manage to blow up all the balloons?*
- Write down the different solutions that the groups came up with on the flipchart.
- Use the infographic on page 93 and your information sheet on page 92 to explain the actual situation for refugees on the global level. Highlight that 84% of refugees are hosted in developing countries, with fewer resources to take care of more people.
- Explain that if all – or most – countries take a fair share of responsibility for hosting refugees then no one country is overwhelmed. Link this to the experience of the groups doing the activity.



Salem Hhairo and his son, daughter and mother-in-law inside their tent at the Nea Kavala camp in northern Greece, 2016.

© Richard Burton/Amnesty International

STEP 3: TAKE ACTION (15 MIN)

Reflect on how they can take action on what they have learnt and think of creative ways to raise awareness on the global refugee crisis and show how you welcome refugees, such as:

- Organize events in collaboration with former refugees including public talks and film screenings.
- Use a free website development platform to make an awareness raising website about refugee rights and the distribution of displaced people around the world. They can use text, embed images and videos, link to the Amnesty International website for more information, and share throughout your networks.
- Investigate the situation for refugees and migrants in their country and region; for example how many refugees your country has received and where the majority come from. Using this information and what you have learned in these activities, write letters to the local newspaper or media outlet, a local representative or the government minister responsible to explain the balance of responsibility sharing for the displacement crisis and voice concerns about this.

Remember to share actions on social media such as Facebook, Twitter, Instagram and Snapchat, using the hashtags #IWelcome, #HRE and #AmnestyAction. Tag Amnesty International in posts too!



INFORMATION SHEET FOR FACILITATORS

FOR USE IN ACTIVITY 3.1, STEP 1

- Explain that there are approximately 22.5 million refugees. At this moment you can inform the participants how many refugees each balloon approximately represents depending on the scale you choose to use (according to the Facilitation tips).
- You can share the actual figures on regional distribution of refugees (according to UN figures 2016):

Group 1	Americas	692,700
Group 2	Africa	5,135,100
Group 3	MENA	5,345,700
Group 4	Europe	2,330,500
Group 5	Turkey	2,869,400
Group 6	Asia Pacific	3,477,800

More reflection points:

- It is important to note for this exercise and for Amnesty International's data for this campaign that Turkey is not considered part of Europe. The data is much more EU focused. Due to the fact that Turkey alone hosts 2.9 million refugees if we included this number within Europe figures it would give a false representation of what European countries are doing to host refugees. That is why Turkey is a separate group.
 - There is huge inequality in the distribution across the world: 84% of refugees under UNHCR's mandate are living in developing regions.
 - The countries with fewer resources have the greater number of refugees.
 - Even within each region the distribution of refugees is not equal.
 - This is a situation that has been going for decades but recently escalated as a result of increasing human rights violations.
- There are 193 countries in the world. Half of the world's refugees – 10 million people – are living in just 10 of these 193 countries. This is inherently unsustainable.
 - Countries hosting such high numbers of refugees cannot provide 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 to find a better life.
 - Many of the world's wealthiest nations host the fewest and do the least. For example, the UK has granted asylum to approximately 8,000 Syrians since 2011, while Jordan – with a population almost 10 times smaller than the UK and just 1.2% of its GDP – hosts close to three quarters of a million refugees from Syria. The latest available figures for the total refugee and asylum-seeker population in Australia was 42,188 compared to over 791,631 in Ethiopia. Such unequal sharing of responsibility is at the root of the global refugee crisis and many problems faced by refugees.
 - You can use the Global Refugee Crisis Report produced Amnesty International and the UNHCR Global Trends 2017 Report for more specific information on which countries host the most refugees. See links in the Resource Section of this module.

REFUGEE NUMBERS

FOR USE IN ACTIVITY 3.1, STEP 1

THE REFUGEE CRISIS IN NUMBERS

22.5 MILLION

Current number of refugees worldwide



Source: UNHCR December 2016 & August 2017 (South Sudan)

1.2 MILLION

Refugees who need resettlement right now
(projected number for 2017)

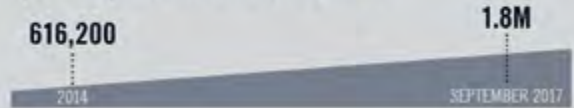


84% Refugees hosted by developing regions



SOUTH SUDAN

fastest growing refugee population was spurred by the crisis in South Sudan



ACTIVITY 3.2

WHY DO PEOPLE FLEE?

LEARNING OUTCOMES:

Participants will gain the knowledge, skills, attitudes and experiences to:

- Understand the various reasons why people leave their country.
- Identify the difficulties and obstacles these people have to face.
- Empathize with the emotional and practical decisions a refugee or a person who needs to flee must face and their unforeseen consequences.

TIMING

1 hour 30 minutes

WHAT YOU NEED

- A flipchart
- A stopwatch or a phone to check the time
- “Why do people flee?” stories on pages 100-101
- Sufficient space for participants to move around in easily
- Role play cards
- Pens, markers
- Optional video: “I never thought I would become a refugee” [youtube.com/watch?v=0I5MZtw4hHM](https://www.youtube.com/watch?v=0I5MZtw4hHM) (00:56)

THIS ACTIVITY HAS THREE STEPS

Step 1: Why do people move? (30 min)

Step 2: What would you take? (45 min)

Step 3: Take action (15 min)

FACILITATION TIPS



- ☑ You can adjust the time for these activities according to your group size and needs.
- ☑ Some participants in your group might be former refugees or asylum seekers who have experienced journeys and hardships like those explored in this activity. Sensitivity to this and providing the option for people to opt out is recommended. They might also want to share their stories.
- ☑ Step 1: To help participants identify the reasons for someone to leave home, you can tell them to think of concrete examples that can affect people that are close to them, like family and friends. Ask them to think about the reasons why these people had to move away to another country at a given moment.
- ☑ Step 2: There are two versions of the activity that you can use depending on the amount of time you have and your group size and needs.
- ☑ If you have contact with refugee and migrant support organizations, reception centres or former refugee and migrant communities, it could be valuable to collaborate with them. Invite people to participate in some of the activities, speak and share their stories, socialize and network to strengthen support for the diversity of your community.



Yezidi people who fled Mount Sinjar through Syria crossing the border into Iraqi Kurdistan, 2014
© Amnesty International

STEP 1: WHY DO PEOPLE MOVE? (25 MIN)

Brainstorm (10 min)

- Ask participants to think about “Why do people move?”
- Give them a few minutes to list all the reasons they can think of on a sheet of paper or you can give them post-it notes for individual reasons.
- Label the flipchart with the categories “Moved voluntarily” and “Forced to move”. Ask participants to share their ideas and place them under one of the categories. If they are not sure place them in the middle.

Plenary (15 min)

- Ask six volunteers to read quotes from people who have actually had to flee their countries. Distribute the six quotes on Why do People Flee? (pages 100-101) to volunteering participants.
- Ask a volunteer to read their quote then ask participants to identify the different reasons why the people in the quote fled

their situations. If these reasons are already on the flipchart from the previous activity, then make that connection. Add any new reasons to the appropriate place on the flipchart under “Forced to move”. Repeat for each quote.

- If possible, watch the optional video “I never thought I would become a refugee” (00:56) to show the multiple reasons people may need to flee and make the point that it could be anyone one of us.
- Conclude by reminding participants that people move for multiple and interrelated reasons and under different circumstances. Typically, a refugee or migrant will have explored many possibilities before deciding to leave their home. Remember, most people would prefer to stay in their countries, close to their families, support systems, language and culture. However, when someone is denied safe, humane and decent options to survive, make a living and ensure their basic needs are met, they move.
- Explain to participants that in the next steps they will explore more deeply the difficult decisions and journeys some people are forced to undertake.



STEP 2: WHAT WOULD YOU TAKE? (45 MINS)

Small groups (5 mins)

- Ask participants to form small groups of three to five people. Give each group a category from the list below. Indicate that for the purpose of this activity, they will be thinking and making decisions as a unit. If required, you can also come up with your own composition of groups. Participants will keep to this group for the rest of this activity.
 - a. A family of four – Both parents and two children aged four and nine*
 - b. A single man aged 32*
 - c. A single transgender woman aged 28*
 - d. A family of six – Both parents, two children aged 8 and 11, two grandparents aged 67*
 - e. A single mother with an unwell eight-month-old baby*
 - f. A brother and sister, aged 23 and 16*
 - g. Three single women travelling together, aged between 25 and 40*
 - h. A family of five – both parents, two children aged one and three, a grandparent with mobility difficulties aged 59*
- Give each group some flipchart paper and pens
- Ask groups to begin to discuss if and how their identity could impact on their decision and ability to move.

Group decisions (15 mins)

- Read the following scenario to all groups:
“You/your family have to leave your country immediately. There is no time to say goodbye to your friends or extended family. You’ve just heard that the police are coming to arrest you or your family. You are not sure where you are going, and you do not know how long it will take you to get there. You have two minutes to pack 20 items. What would you take?”
- Ask the groups to write their answers quickly on a sheet of paper.
- After the two minutes are over, Read following scenario:
“You/Your family have managed to get away from the authorities without being apprehended. You have reached

a border town, where a smuggler has agreed to take you across the border to the neighbouring country. But there is not enough space. You have to leave behind 10 items. You have two minutes to decide.”

- Ask the groups to cross out the items they will leave behind.
- Now read the following scenario:
“You’ve crossed the border to the next country, but the smugglers can take you no further. You/Your family have to walk for 200km over treacherous terrain to get to a coastal village. You/your family can only survive the trip if you follow these rules:
 - Adults and teens over 16 can carry only three items each
 - Children between the ages of nine and 15 can carry two items each
 - Children between the ages of five and eight can carry one item each
 - Grandparents aged over 55 can carry one item each
 - Children under five cannot carry anything
 - You have two minutes to decide how many items you can carry and which ones you will leave behind”
- At the end of two minutes, ask the groups to share how many items they could carry and what they chose to leave behind. Ask the team to analyse how the composition of their group (and therefore the ability to carry things) will affect their ability to survive for the journey ahead. The idea is to help them understand the difference between difficult situations. For example, a single mother with a baby can only carry three items.
- Read the next scenario:
“You/Your family have made it through to the coastal town! There is a boat that can take you to a safe country, but it is so crowded that people are fighting to get on. You/Your family can take a maximum of five items with you. If you have fewer than five items left from the last round, you can only take those with you – nothing more. The boat leaves in two minutes. What do you take?”



- Ask if any group brought a document which proved they were being persecuted.
- Read the legal definition of a refugee from the 1951 Refugee Convention or write it on a piece of paper. (See **Section 4** page 122)



People crossing the river from Guatemala to Mexico, 2017.
© Amnesty International/Sergio Ortiz Borbolla

Plenary (25 mins)

- Once this final activity is complete, ask participants how they felt. How did they make the decisions they did. Was it difficult? Ask them to look at their original list of 20 items.
- Explain that according to this definition, only those who included either the newspaper clipping or the letter would be likely to prove the “well-founded fear of persecution” required to obtain refugee status. How many groups thought about including it on their list? How many didn’t?

- Ask the group to reflect about this activity (10 min):

1. *How did this activity make you feel? How did the identities and composition of your group affect your ability to move?*
2. *Was it difficult to make a decision about what to take?*
3. *What were the other objects that you decided to take with you?*
4. *Do you think most people fleeing know they must bring some sort of document to prove they are persecuted? What consequences could this have?*
5. *What kind of obstacles does this pose for refugees to seek asylum?*

ALTERNATIVE VERSION OF STEP 2: WHAT WOULD YOU TAKE? (20 MINS)

- Ask three or four participants from different groups to share their reflection one question at a time.

Individual (5 mins)

- Tell participants that for this activity they are going to imagine themselves in a dangerous situation where they will have to make a decision about leaving their country.
- Read or explain this scenario to participants:
You are a teacher in the country of L. Your partner "disappears," probably because of his attempts to form a trade union. During the next months you receive several threatening phone calls, and your name appears in a newspaper article listing suspected subversives. When you arrive home from school tonight, you find an anonymous letter threatening your life. You decide you must flee at once and seek political asylum elsewhere.

You have **one minute** to decide: What would you take with you?

- Give participants no more than one minute to list the name of what they would take with them. They may take only what is in their house at the moment and what they can carry, and only eight categories of things (such as clothes, food, family documents).

- Use the stopwatch to check the time. This helps illustrate the sense of urgency people may experience when they take the decision to leave their country.

Plenary (15 mins)

- When the time is up, ask individual participants to read their lists aloud and discuss their choices.
- Read the legal definition of a refugee from the 1951 Refugee Convention on page 122 or write it on a piece of paper.
- Explain that according to this definition, only those who included either the newspaper clipping or the letter would be likely to prove the "well-founded fear of persecution" required to obtain refugee status. How many participants thought about including it on their list? How many didn't?
- All participants that did not have a document as proof they were being persecuted must go to the detention centre.
- Ask the group to reflect about this activity:
 1. *How did this activity make you feel?*
 2. *Was it difficult to make a decision about what to take?*
 3. *What were the other objects that you decided to take with you?*
 4. *What kind of obstacles does this pose for refugees to seek asylum?*



Activists taking part in Amnesty International's #TellNorway campaign which focused on the right to remain of 18-year-old Afghan refugee Taibeh Abbasi, Kenya, 2017.

© Amnesty International

STEP 3: TAKE ACTION (15 MINS)

- Reflect on how the group can take action on what they have learnt and think of creative ways to raise awareness about the challenges that refugees and migrants face. For example:
 - Facilitate this activity with another group that they are involved with, such as a community group, organization, school, sports team or class.
 - Connect with a local refugee and migrant support organization or reception centre to find out what newly arrived people need that they have not been able to bring with them, and collect donations of these.
- Volunteer time at the centre or organization that works with refugees and migrants. Suggest they could play with children, help with meals, teach language, assist them with filling out forms, etc.

Remember to share actions on social media such as Facebook, Twitter, Instagram and Snapchat, using the hashtags #IWelcome and #AmnestyAction! Tag Amnesty International in posts too!



WHY DO PEOPLE FLEE? ROLE PLAY CARDS

FOR USE IN ACTIVITY 3.2, STEP 1

DIANA*

"I left Honduras because my brother was killed in a gang. He was sitting on a rock outside my house and the gang came; they killed him in front of me and my mother. I filed a criminal complaint against the gang and the authorities arrested them but they did not end up in prison and they threatened me. A note from the gang appeared on my door saying they knew where I was and that they would kill me and anyone I was with. So I packed my things."

(Amnesty International, *16 Days of activism against gender-based violence 2016*, ACT 30/5060/2016)

MOHAMED*

Mohamed, in his 50s, arrived in Dabaab refugee camp in Kenya from Somalia with his wife and two sons: "I came in 2008. I have a mentally ill son – he was affected by the war in Somalia. When he hears thunder he thinks it's gunshots or bombs. My main reason for leaving was to get him away from all of that." His eldest son went back to Somalia, but was killed there in 2011.

(Amnesty International, *Nowhere else to go: Forced returns of Somali refugees from Dabaab refugee camp, Kenya*, AFR 32/5118/2016)

FAIZA* AND HER SISTER

Of Afghan origin, Faiza and her sister were born and raised in Iran as asylum-seekers. In late 2012, at the ages of 17 and 20, they ran away from home to avoid forced marriages. "When the time came for our marriages, we decided to run". They made an arduous journey to Turkey, where they lived for three years without any assistance from authorities. Their neighbours helped them, but wanted to marry them. The sisters decided to leave Turkey. Faiza said that they could not support themselves, and were no longer able to put off their neighbours' attempts to get them married: "We had to run again. We were so desperate. We said to ourselves: 'Maybe we will die, maybe we won't arrive – but it doesn't matter because we can't stay in Turkey anymore.'"

(Amnesty International, *No safe refuge: Asylum-seekers and refugees denied effective protection in Turkey*, EUR 44/3825/2016)

Photocopy and distribute to participants.

*Names have been changed to protect identities

JANETTE*

In 2013, when she was 13 years old, Janette reported to school authorities that two girls in her class were bothering her. The girls took their revenge by having their boyfriends, gang members, rape her. Janette and her mother fled to live with relatives in other parts of Honduras, but when they returned to her neighbourhood, one of the attackers continued to harass Janette.

(Amnesty International, *Home Sweet Home? Honduras, Guatemala and El Salvador's role in a deepening refugee crisis*, AMR 01/4865/2016)

AWAD*, FAIRUZ* AND CHILDREN

The family are from Aleppo in Syria. When their area started being bombed in 2012 they went to Eastern Ghouta in Syria, where Awad's sister lived. They stayed in the area for over a year living in various shelters including abandoned farm houses and schools. One day in mid 2013, a rocket landed one metre from their eight-year-old daughter Sarah, and her leg was injured. The family went to a field hospital where Sarah's leg was amputated. "They gave me the leg, they put it in a bag so I could bury it. I was crying, I couldn't bury it so the doctor did." The family waited for her wound to heal and then came to Jordan to try to get further treatment.

(Amnesty International, *Living on the margins: Syrian refugees in Jordan struggle to access health care*, MDE 16/3628/2016)

ALAN, GYAN AND FAMILY

"In Syria my brother and I used to teach children after school. But we had to stop. We had to escape from the bombs and from IS. We spent a year and a half in Iraq but IS was there too and we had to leave."

(Amnesty International, *Greece: Our hope is broken. European paralysis leaves thousands of refugees stranded in Greece*, EUR 25/4843/2016)

ACTIVITY 3.3

A DANGEROUS JOURNEY TO SAFETY

LEARNING OUTCOMES:

Participants will gain the knowledge, skills, attitudes and experiences to:

- Identify some of the challenges and obstacles that people fleeing danger face on their journey to safety
- Understand the emotional and practical decisions refugees and migrants must face and their unforeseen consequences
- Develop empathy with people seeking safety

TIMING

2 hours and 30 minutes

WHAT YOU NEED

- Optional video When you don't exist [youtube.com/watch?v=_OUpsWCvE38](https://www.youtube.com/watch?v=_OUpsWCvE38)
- Photocopy of game template "Fleeing to safety"
- Photocopy of Checkpoint sheet
- Photocopies of Case studies
- Pens, markers
- Flipchart paper

THIS ACTIVITY HAS THREE STEPS

Step 1: A dangerous journey (1 hour)

Step 2: Real life journeys (1 hour)

Step 3: Take action (30 min)

FACILITATION TIPS



- ☑ You can adjust the time for these activities according to your group size and needs.
- ☑ Some participants in your group might be former refugees or asylum-seekers who have experienced journeys and hardships like those explored in this activity. Sensitivity to this and providing the option for people to opt out is recommended. They might also want to share their stories.
- ☑ Depending on time and your group you can do Step 2 as a separate activity without doing Step 1.
- ☑ Step 1: You can photocopy and enlarge the board game template on page 107 so that the game can be played in small groups, or you can arrange the room or area in advance so that all participants can play together in a life-size game. Please read the instructions and refer to the template on pages 106-108 as a guide to assist you with this.
- ☑ Step 1: For younger participants you can remove the questions at the checkpoints or adapt them to be age appropriate.
- ☑ You might want to adapt the scenarios in the Checkpoint sheet on pages 106-108 to your context.
- ☑ If you have contact with refugee and migrant support organizations, reception centres or former refugee and migrant communities, it could be valuable to collaborate with them. Invite people to participate in some of the activities, speak and share their stories, socialize and network to strengthen support for the diversity of your community.

Step 1 has been adapted from the game "Refugee, do not be angry!" created by Amnesty International Slovenia.

STEP 1: A DANGEROUS JOURNEY (1 HOUR)

Optional: Video (5 mins)

- If you have the facilities, you can show the video “When you do not exist” and briefly discuss participants’ responses to it.

Fleeing to safety game (30 min)

- You can do this activity in groups with the board game template on page 107 if you can photocopy it (option 1), or you can do the activity in plenary as a life-size board game if you have a large enough area to use (option 2).
- Read out the scenario from the Start checkpoint to establish the context.

Option 1: If played in groups as a board game:

- Photocopy and enlarge the board game template on page 107 and distribute copies to groups of participants.
- Photocopy and distribute the Checkpoint sheet on pages 106-108 to each group.
- Groups can remain the same, with the same identity, from the previous activity 3.2.
- Participants in the group can play as individuals.
- When each group rolls the die, individuals read out the scenarios, actions and questions to answer on the Checkpoint sheet for the checkpoint or square they land on. About half of the checkpoints are “safe” and they do not have to take an action or answer a question if they land on these.

Option 2: If played in plenary as a life-size board game in a large area:

- You will need 50 checkpoint spaces in the area for participants to move through in numerical order on their journey. Refer to the board game template on page 107 as a guide. Indicate each checkpoint with a post-it note.
- Groups can remain the same, with the same identity, from the previous activity 3.2. Groups will roll the die and move together through the game as a travelling unit.

- The facilitator will have the Checkpoint sheet on pages 106-108. The facilitator will read out the scenarios, actions and questions to answer when the groups roll the die and land on the different checkpoints through their journey. About half of the checkpoints are “safe” and groups do not have to take an action or answer a question if they land on these.

Groups (10 min)

- Ask participants to stay in the small groups and discuss how they felt when:
 1. *They landed on an action checkpoint which required them to move backwards or return to the Start.*
 2. *They landed on an action checkpoint that allowed them to move forward in the journey.*
 3. *Another member of their group had to move backwards.*
 4. *Another member of their group was allowed to move forwards.*
 5. *They all made it to the Finish.*
- Ask the groups to discuss what they learnt from this game.

Plenary (20 min)

- Bring the groups back together and
 - ✓ Share any feelings from the Journey activity that they identified in the groups.
 - ✓ Identify any scenarios from the Journey activity that they have heard about happening to people seeking safety.
 - ✓ Ask what obstacles they could identify in the journey.
 - ✓ Ask what other obstacles there are that weren't included in the game.

STEP 2: REAL-LIFE JOURNEYS (1 HOUR)

Case studies in groups (30 min)

- Divide participants into small groups of four or five.
- Give each group one of the five case studies on pages 109-112
- In their groups answer the questions:
 1. *What challenges can you identify that people faced in their journeys?*
 2. *Which human rights violations can you find in the case studies, and who is violating them?*
 3. *Are any of these human rights connected to or dependent on each other? How?*
 4. *What is needed so that their human rights would be respected?*
 5. *What is needed to turn these unsafe journeys into safe journeys?*
 6. *What can we do?*
- Each group should present their journey and discussion in a visual manner, which could be a map of the journey or any other creative way they choose.

Plenary (30 min)

- Ask each group to share their visual representation.
- Identify the human rights violations and the interrelation between them.
- Identify what needs to be done so that their human rights would be respected.

- Use the content from the various representations to conclude by explaining:
 - ✓ We have seen that people are forced to take these unsafe and expensive journeys because there are no other safe ways to travel. They might need visas but that is impossible. To stay in their countries is even more dangerous.
 - ✓ This is why Amnesty International as part of the I Welcome campaign is advocating for alternative safe and legal ways for refugees to seek asylum.
- Present the alternative routes to safety:
 - ✓ community/private sponsorship
 - ✓ study visas or scholarships
 - ✓ family reunification
 - ✓ humanitarian visas and work visas

(although point out that Amnesty International is not actively working on these last two visas as part of their I Welcome campaign).

STEP 3: TAKE ACTION (30 MIN)

- Reflect on what needs to be done so that there can be safer journeys and the human rights of refugees and migrants are respected.
- Explore the alternative pathways that Amnesty International is advocating in the I Welcome campaign (see page 158)
- Reflect on how they can take action on what they have learnt and think of creative ways to raise awareness about the challenges and obstacles that refugees and migrants face on their journeys.
 - They could extend the journey game to a wider audience in their community, such as a class, community organization, volunteer group, sports team or school. This could be done in a wider area so that more people can participate in the activity.
 - Develop creative ways to share the different journeys people are forced to make. If you know of any organizations that work with refugees or migrants you can ask them to come and share their stories.
 - Remember to share actions on social media such as Facebook, Twitter, Instagram and Snapchat, using the hashtags #IWelcome, #HRE and #AmnestyAction. Tag Amnesty International in posts too!



Participants in a human-sized boardgame on the streets of Ljubljana, Slovenia, 2015.
© Amnesty International Slovenia/Bojan Stepančič

SCENARIOS, ACTIONS AND QUESTIONS

FOR USE IN ACTIVITY 3.3, STEP 1

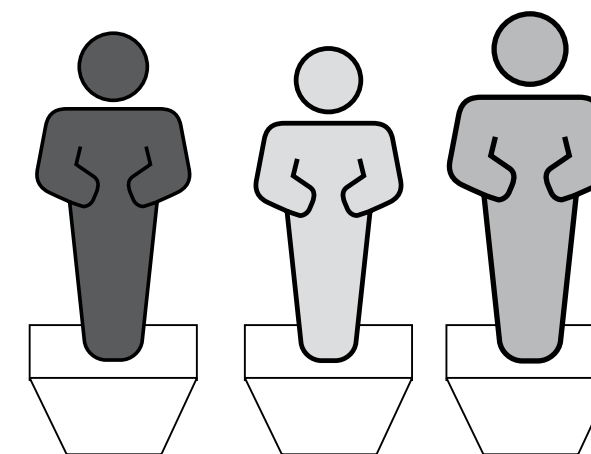
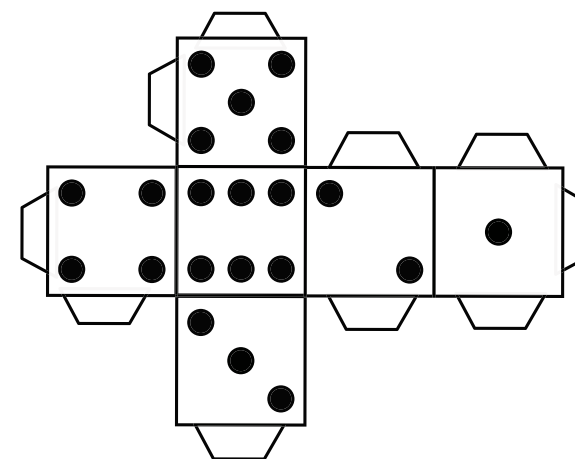
- 1. START:** Your government has been overthrown in a military coup. The military leaders have taken control of the media and it's difficult to get information. At first only members of the government and then opposition politicians were arrested, but then teachers, lawyers, unionists, journalists and religious leaders began to "go missing". There are lists of "enemies of the state" being published in the newspapers. You know some. Now some of your neighbours are being rounded up in the night because they're suspected of having links with rebel groups and some of your relatives have received threatening messages. You have spent most of your savings and the conflict is dividing your city. You cannot find work and rebel fighters are forcing people, including children, to fight. If you stay, your lives and those of everyone around you are in danger. You don't want to leave the place where you were born and raised, but you and your travelling group members decide that you all have to flee to a country that is peaceful for a chance at a new and safer life. There are very few safe and legal ways for you to move, and you know that you will face many dangers on your journey, including possible death. However, you know that this is the only option.
So you pack your essential items and leave immediately.
What do you take and why?
- You've managed to make it out of the city where most of the fighting is going on, but one of your group was shot and killed in the cross-fire between the military and rebel forces.
One of you has to leave the game.
What other dangers might you face leaving the city?
- You pool some of your precious money together and buy a truck to take you across the vast desert. It might break down during the journey, but it is worth trying to drive because the walk is long and the climate is harsh.
Move forward five spaces to Checkpoint 8.
What will you need to take with you in case the truck breaks down?
- 4. SAFE**
- You are three days into the six days of walking across an arid desert. It's scorching hot in the day time and freezing at night time. One of your group members faints from heat stroke and exhaustion. They can't walk by themselves so you either have to leave them behind or carry them.
One of you has to leave the game OR your group has to skip a turn.
What do you decide?
- You run out of water two days before you can refill your containers. One of your group members has a weak heart. The stress of dehydration and the amount of walking leads to a heart attack and they die on the journey.
One of you has to leave the game.
What other aspects of your health could be affected by this journey?
- You come across a camp for internally displaced persons. The conditions are basic but there is a spare tent so you can rest here for a couple of nights and replenish your energy, food and water.
Throw the die again.
What are some of the challenges of staying in an IDP camp?
- 8. SAFE**
- Border guards catch you trying to cross into the coastal country from where you will get your boat. They let you through, but only after they take a large bribe. You hope that you have enough money for the boat!
Move forward one space to Checkpoint 10.
What might have happened in this interaction if you did not have any money?
- 10. SAFE**
- Your group is attacked by a criminal gang of men who threaten to kill and rape if you do not give them the money you have saved for the boat trip. You manage to escape the gang when they are scared off by local authorities who were alerted by the skirmish. You're considered illegal migrants so you are arrested and detained in an overcrowded and unhygienic detention centre for three months before you are forced back over the border to the IDP camp.
Move back six spaces to Checkpoint 5.
What do you know about some of these detention centres?
- 12. SAFE**

CHECKPOINT SCENARIOS GAME

										50	49	48	47	46	45
36	37	38	39	40	41	42	43	44							
35	34	33	32	31	30	29	28	27							
							Όνομα και επώνυμο								
18	19	20	21	22	23	24	25	26							
17	16	15	14	13	12	11	10	9							
1	2	3	4	5	6	7	8								

All yellow spaces are SAFE spaces

CONT'D – SCENARIOS, ACTIONS AND QUESTIONS FOR USE IN ACTIVITY 3.3, STEP 1



- 13.** You arrive to the coastal port where the boats leave from, but you do not have the full 2,500-dollar fee demanded by the smugglers for the trip across the ocean.
Your group has to decide to either split up so that half can afford the boat and the rest return to the start, or you all return to the start together.
What will your decision be?
- 14. SAFE**
- 15. SAFE**
- 16.** You have paid the demanded 2,500 dollars, but the smugglers are also traffickers who have taken you blindfolded to a large house where you are forced to work in heavy manual or sexual labour without pay. You are kept there as a slave for three months before they say you've paid your way in full and allow you to get on a boat.
Go back two spaces to Checkpoint 14.
In what ways are women and girl migrants particularly at risk on these journeys?
- 17.** The boat was full. There is another boat available but it is only an inflatable dinghy and there are already too many people on it.
You have to decide if you will risk this boat and stay on this checkpoint OR wait for the next boat available but move back five spaces to Checkpoint 12.
What is your decision?
- 18.** You made it onto a boat but it is rusty, unsafe and very crowded. There is no water, food nor toilets on the boat. You're scared that the boat will capsize or be turned back. People are getting sick.
Skip your next turn.
What other feelings and thoughts might you have in this situation?
- 19. SAFE**
- 20.** In the middle of the sea you are caught by the storm and the boat sinks. All 300 passengers drown.
You have lost the game.
How many migrants have drowned trying to cross the Mediterranean this year?
- 21.** Your boat's engine cuts out and you don't have any other way of propelling the vessel. You float helplessly for a day until a large cargo ship spots your boat and rescues all of you.
Move forward one space.
What else might have happened if the ship did not spot the boat and rescue you?
- 22. SAFE**
- 23.** Finally, you see the coast. What a beautiful island! However, the coast guards intercept the boat and turn it back to the port you fled from.
Move back ten spaces to checkpoint 12.
Will you risk making the journey across the ocean again?
- 24. SAFE**
- 25.** You made it to the new country! You go to the police station to apply for asylum but they are busy and you have to spend the whole day waiting in the cold and the wind. They only accept 20 applications a week so you have to wait. Without this confirmation you can be expelled at any time.
Go back one space to Checkpoint 24.
What human rights abuses do migrants face if they don't have official papers?
- 26. SAFE**
- 27. SAFE**
- 28.** You need to fill out the application form to seek asylum. It is in a language you cannot read: Όνομα και επώνυμο.
Go back two spaces to Checkpoint 26.
What other challenges might people seeking asylum face in filling out these forms?
- 29.** Volunteers from NGOs help you to fill out the application for asylum. **Throw the die again.**
What other work do volunteers from NGOs do to support asylum seekers in these situations?
- 30. SAFE**
- 31.** You have filled out the application for asylum. You are now being housed in a refugee centre. The situation is desperate - no clean water and not enough toilets. You get sick.
Skip your next turn.
What other challenges have you heard about living in these refugee centres?
- 32.** In the refugee centre you meet someone who comes from your home town. You are glad to have found someone familiar who speaks your language.
Throw the die again.
What feelings would you have if you met someone from your home town?
- 33. SAFE**
- 34. SAFE**
- 35.** You have been in the refugee centre for one year already. You have become separated from the rest of your group.
Skip the next two turns.
What extra challenges would you face in this journey if you were by yourself?
- 36. SAFE**
- 37.** Volunteers offer you help with learning the local language.
Move forward two spaces to Checkpoint 39.
What other things could local volunteers do to support refugees and asylum-seekers?
- 38. SAFE**
- 39. SAFE**
- 40.** Your application for asylum has been rejected and you are going to be deported to the country you fled from.
Return to the start.
Would you risk returning to the country that you fled from or would you risk staying "illegally" in the new place with no official papers and no access to support, work, housing, or services?
- 41. SAFE**
- 42.** Your application for asylum is granted. You now have official refugee status. You have a right to health care and some small financial assistance.
Move forward two spaces to Checkpoint 44.
How might your life change with being officially recognized as a refugee?
- 43. SAFE**
- 44. SAFE**
- 45.** You are harassed and attacked by a group of locals when you go out to buy food for your family's daily meal.
Move back two spaces to Checkpoint 43.
What similar incidents to this have you heard of that have happened in your country or in other places?
- 46.** You begin looking for a job that can help you and your family. However, you have only completed middle school and you do not speak the local language fluently so work is impossible to find.
Move back two spaces to Checkpoint 44.
What other factors might make it difficult for you to find work?
- 47. SAFE**
- 48.** Through acquaintances you find a job in a restaurant. You are exploited because you are desperate so they only pay you 3 dollars per hour, but it's better than nothing for now.
Move forward one space to Checkpoint 49.
If you couldn't find this job, what other options would you have?
- 49. SAFE**
- 50. FINISH:** Welcome to your new country! You miss the home you fled from, but the future only no longer seems so bleak. You are one of the few who have managed to make the journey. You endured all of the obstacles: the journey across the desert and ocean and receiving official refugee status and finally finding a new and fair paid job that you enjoy doing. You want to contribute to the local community, learn the language, gain respect, support your family and make friends, but you still face many challenges in your new country.
What are some challenges that refugees face when they are settling into a new place?

CASE STUDIES

FOR USE IN ACTIVITY 3.3, STEP 2

Photocopy one case for each group

ADA – NIGERIA TO LIBYA TO ITALY

“We arrived in Libya in May. Some men kidnapped us and put us in a big house in Sabah. They said we should bring money. I told them I had none. They slept with all the women every night. We were taken to a separate room. They kidnapped more people and one of the new girls asked me why I always cried. I told her I couldn’t leave and had spent seven months there. She got someone to pay for me and she said I should go with her to Italy. We were transferred by car to another place and then walked for many hours in the night before we finally arrived at the beach. When I saw the sea and the boat, I was scared. It was an inflatable rubber boat and they were pushing us and shouting ‘enter, enter!’ There were over a hundred of us on the boat and we were very uncomfortable. I arrived in Italy two days later. I don’t even know how we got here. I was crying when the Italian people rescued us. We all survived. When we arrived at the port of Crotonel we saw so many police and I was scared. From there they took us by bus to another centre where I stayed for four days. Soldiers would check that no one had escaped. We left by bus and arrived at the BARI centre of assistance. In both places I was asked for my name, surname and nationality but my mind was far away. I couldn’t even remember the name of my parents. I told my story and gave my fingerprints. Now I’m seeking protection, I like the way I’m living now, without anyone bothering me but I [often] think about my parents. I want to stay in Italy, I want to learn Italian, I love Italian people.”

(Amnesty International, *Libya: Refugee women at risk of gender-based violence*. [amnesty.ie/lybia-refugee-women-risk-gender-based-violence/](https://www.amnesty.ie/lybia-refugee-women-risk-gender-based-violence/))

AWAD, FAIRUZ AND EIGHT CHILDREN – SYRIA TO JORDAN

This Syrian family initially lived in Jordan’s Zaatari refugee camp, where their eight-year-old daughter Sarah received health care, a prosthetic limb and crutches from an NGO for her amputated leg. However, the family faced harassment and were threatened by “mafia” in the camp because, according to Awad, they were from a different part of Syria to the majority of people in the camp. He was told that if he stayed, they would burn down his caravan. Awad said he reported the threats to the police who said that they could not assist as they could not enter the camp. He also told the UN his concerns. Eventually, he paid a smuggler 150 JOD (US\$212) to take him and his family out of the camp as his family did not meet the criteria set by the Jordanian authorities.

The family now live in an apartment in a basement with two rooms for which the landlord charges them 150 JOD per month for (US\$212). They have not managed to get a UNCHR Asylum Seekers Certificate and Mol (Ministry of Interior) service card and, therefore, cannot access public services.

Awad said: “When we first came we didn’t have UN papers, not even coupons. It took three months and then they gave me UN registration and we started getting coupons. The first three months we felt like we were literally dying. People from the Emirates helped a bit – 150 JD per month (US\$212) – it got reduced to 100 JD (US\$141) and now it stopped. I wanted to register with charities but I don’t have a Mol service card. We only got the UN registration and food vouchers. None of the children go to school [because we don’t have a Mol service card]. We need new IDs not like the ones we had in Zaatari. In Zaatari, they went to school for three months.”

(Amnesty International, *Living on the margins Syrian refugees in Jordan struggle to access health care*, MDE 16/3628/2016)

DIANA – HONDURAS TO MEXICO

“I left Honduras in 2004 because my brother was killed by a gang. I went to central Mexico by riding on top of a freight train travelling towards the US border. I stayed in Mexico and in 2007 I got pregnant after I was raped. The man who raped me was a drug dealer in central Mexico. My landlord in Mexico wanted to sell me to him but when I tried to escape he raped me.

When I was pregnant I turned myself in to the Mexican migration authorities and they sent me back to Honduras. I gave birth to my son when I was back in Honduras. To leave the hospital after giving birth, my friends had to hide me in a car. One month later I had to leave again because I was still in danger and had to leave my son with my mother. I took the bus to get back to the Mexican border, right up to Guatemala, then crossed over. I stayed in southern Mexico until 2015 and worked in a kitchen. But then a people smuggler who I thought may be linked to the gang responsible for my brother's death came to the area where I was living and I got scared. So in February that year I went further north in Mexico because I had a friend there. They brought my son from Honduras to live with me at that time. After that I tried to go even further north but the Mexican authorities detained me at a checkpoint on the way. From there they brought me and my son to the immigration detention centre in Mexico City for six months. At the centre I opened a request for asylum with the Mexican Refugee Agency (COMAR). My asylum claim was rejected and I did not want to appeal because my son and I would have had to stay in the immigration centre during my appeal. So in September 2015 we were deported, this time by plane, back to Honduras.

A few months later in March 2016 a note from the gang appeared on the door of my house saying they knew where I was and that they would kill me and anyone I was with. Three days later some suspicious cars showed up at the apartment where I was living with my friend. A neighbour later told me that a man on drugs had asked about me and told him that he would kill me. So I packed my things and came back to Mexico. I was travelling with my sister and a woman named Raquel (name changed), another Honduran I had previously met at a migration shelter. We wanted to get off in Zacatecas (central Mexico), but the train was too fast, so we couldn't jump off in time. On our way through Chiapas, Southern Mexico all three of us were raped. We were walking on the highway and a boy came up and warned us to take another route because we were close to a checkpoint. We took a different route because of the boy's recommendation but after two blocks two men appeared with machetes. The men caught us and forced us face down on the ground. They insulted us and grabbed us. One of the men raped my sister first then Raquel, then me. His face was covered. They also stole 3,500 pesos from us. I arrived at the migrant shelter in northern Mexico in July. I went to report the rape at the special prosecutor's office for migrants. I once again asked for asylum in Mexico. At the moment I am working at a factory here and my son is back with my mother in Honduras.”

(Amnesty International, *Central America: Refugee women face risks of exploitation and gender based violence.* [amnesty.ie/central-america-refugees-women-face-risks-exploitation-gender-based-violence/](https://www.amnesty.ie/central-america-refugees-women-face-risks-exploitation-gender-based-violence/))

CASTRO – SUDAN TO CHAD TO LIBYA TO ITALY

19-year-old Castro fled the Sudanese government's attacks on civilians in Darfur, which killed his two brothers and his eight-year-old sister. He then escaped hunger at the refugee camp in Touloum, Chad, following cuts in food and water provisions. Having travelled through Libya, he arrived in Italy in July 2016.

“I arrived by boat from Libya, a big boat from Germany came to rescue us. They took us to the port of Bari. Then in groups of 22 we were taken to a police station by bus. It took about 45 minutes. The police were asking us to give fingerprints. I refused, like all the others, including some women. Ten police came and took me, first, and hit me with a stick on both the back and right wrist. In the room there were 10 police, all uniformed. Some held my hands back, some held my face. They kept hitting me, perhaps for 15 minutes. Then they used a stick with electricity, they put it on my chest and gave me electricity. I fell down, I could see but not move. At that point, they put my hands on the machine. After me, I saw other migrants being beaten with a stick. Then another man told me he also had electricity discharged on his chest. Then they just left me on the street, they said I could go wherever I wanted. I stayed there for three days, almost unable to move.”

(Amnesty International, *Hotspot Italy: How EU's flagship approach leads to violations of refugee and migrant rights*, EUR 30/5004/2016)

MIRZA AND FAMILY – IRAN TO NAURU

“Mirza” fled Iran with his family due to religious persecution. His wife “Shadi” worked as an art teacher, Mirza was also a teacher, and their son Shahin played music and had a black belt in Taekwondo. They stayed in the Refugee Processing Centre (RPC) in Nauru until June 2014, when they got their refugee status, and moved into community accommodation. The family found it very difficult to live on Nauru with no clarity about their future, but at the beginning they were coping.

The problems began after a group of locals attacked their home around 4:30 am, breaking windows and trying to force their way in. His wife Shadi and their son Shahin were home when it happened. Mirza said he tried to stop them with a knife, and called the police – the police came an hour later, he filed a report, but there was no follow-up. The family then moved into new accommodation – and shortly after, they got attacked again by a group of locals who broke into their accommodation and smashed everything.

Since then, his son Shahin has not been out of the house. He stopped going to school and doing all other activities. Shadi was even more affected: she stopped eating, sleeping and talking. Mirza said: “She was talking to me about suicide. I told the case manager but she did nothing. Shadi was saying, ‘maybe we should commit suicide together,’ but I said, ‘No, we have a son’.” Mirza later reported that Shadi had made two attempts of self-harm, once with a knife and once by attempting to ingest a packet of anti-depressants and sleeping pills. As her condition continued to deteriorate she was hospitalized in a medical ward at the RPC. This has had a tremendous negative effect on their son. Recently, Mirza and Shahin moved into the RPC to be closer to Shadi. Mirza is on a daily dose of strong painkillers to combat the pain he is suffering from kidney stones. He was told that he needs to go to Papua New Guinea for treatment, but at this time he cannot leave his wife and son. “I am losing my family in front of my eyes and I cannot do anything about it,” Mirza said.

(Amnesty International, *Island of despair, Australia's “processing” of refugees on Nauru*, ASA 12/4934/2016)



Hundreds of refugees and asylum-seekers were stranded in dire conditions on the Croatian/Slovenian border without humanitarian assistance, 2015.

© Amnesty International

ACTIVITY 3.4

OVERCOMING BARRIERS

LEARNING OUTCOMES:

Participants will be able to:

- Identify barriers that refugees and migrants face in their new environment
- Understand the communication and language barrier faced by refugees and migrants.
- Identify possible solutions to help refugees and migrants cope with or overcome language barriers
- Demonstrate solidarity and support by making language cards as a learning tool

TIMING

2 hours

WHAT YOU NEED

- Case / scenario cards
- Flipchart
- Paper
- Pens, markers, crayons etc

THIS ACTIVITY HAS THREE STEPS

Step 1: Language Barrier (30 min)

Step 2: Other Barriers (30 min)

Step 3: Take Action (60 min)

FACILITATION TIPS



- ☑ You can adjust the time for this activity according to your group size and needs
- ☑ You can also adjust the activity according to the participants' ages, languages etc.
- ☑ Step 1 works best with a multilingual group of participants. If your group is monolingual, you can change the activity so that participants are not able to talk at all, and have to carry out the scenarios with no words, communicating non-verbally or by using an invented language.
- ☑ Step 3 can be adapted – instead of making word cards, participants can come up with other activities to help refugees and migrants learn a new language.
- ☑ If you have contact with refugee and migrant support organizations, reception centres or former refugee and migrant communities, it could be valuable to collaborate with them. Invite people to participate in some of the activities, speak and share their stories, socialize and network to strengthen support for the diversity of your community.

This activity has been adapted from resources created by Amnesty International Slovenia

STEP 1: LANGUAGE BARRIER (30 MIN)

Role play (15 min)

Note: This activity works best with a multilingual group of participants. If your group is more or less monolingual, you can change this activity so that participants are not able to talk at all or so that they have to speak in a made-up language, or have to carry out the scenarios with no words, communicating non-verbally.

- Participants split into pairs, Person A and Person B. All As go to one side of the room, all Bs go to the other. They will take on roles in the following situations. For the best effect, only tell each group their role and do not share it with the other group.
- Situation 1 (5 min):
Group / Person A: You are walking down the street. The only rule is that you cannot speak English or the national language, so only use your mother tongue.
Group / Person B: You are a tourist in London or a capital city. You are looking for your hotel but you can't find it. In your mother tongue, ask Person A for instructions.
- Situation 2 (5 min):
Group / Person A: You are a tourist in London or a capital city but you speak the national language. You have a terrible stomach ache and you don't know the procedure to access the health services. Ask someone from Group B for help.
Group / Person B: The only rule is that you cannot speak the same national language, so only use your mother tongue.
- Situation 3 (5 min):
Group / Person A: You are an immigration officer. You don't speak any other language except for your mother tongue.
Group / Person B: You have fled civil war and seeking asylum in another country. You only speak your mother tongue. Try to get through the immigration office.



Participants at an Amnesty International training workshop for young human rights activists in North Africa, 2016.

© Amnesty International

Plenary (15 min)

- Bring the group back together and ask volunteers to share answers on the following questions:
 1. *Did you find the activity difficult? Why / why not?*
 2. *What emotions did you feel during the activity?*
 3. *How did you help yourself during the activity? How did you help your partner?*
 4. *Have you ever been in such a situation in real life? How did you manage it?*
 5. *How did the activity make you reflect on the challenges that asylum-seekers, migrants and refugees face when they go to a new country?*



STEP 2: OTHER BARRIERS (45 MIN)

Group work (20 min)

- Divide participants into small groups of four or five
- Ask participants to identify what could be the barriers that refugees and migrants face when entering their country? These might be related to language, housing, work, health etc. Ask them to write or draw on flipchart.
- Identify possible solutions. What can we do to support refugees and/or remove barriers?
- Encourage participants to think about different stakeholders' contributions to these solutions. For example, what they can do individually, what community groups and civil society can do, what NGOs can do, or what the government can do. You could categorize these solutions into concentric circles on a flipchart, with individuals' actions at the centre and other actors' actions in the middle rings, and what the government can do in the outer ring.

Plenary (25 min)

- One group presents and the other groups can add any additional information or ideas.
- Get the group to prioritize any ideas that they think they could put into action to work on in the next step.



STEP 3: TAKE ACTION – WORD CARDS AND MORE

(60 MIN)

Introduction (10 min)

- Reflect on the previous activities in the module and some of the difficulties that refugees and asylum-seekers face once they arrive in a new country.
- Explain to participants that word cards are an effective way for people of all ages to learn a new language. Students in Slovenia showed solidarity with refugees and helped them by making word cards.
- In this activity, participants will create word cards that can be given to your local/national resettlement centre or migrant assistance organization, so that newly arrived refugees and asylum-seekers can begin to learn the language of your country.
- Handmade word cards are also a sign of solidarity and welcome. By making them, participants will show people seeking safety in your country that people care about and accept them.
- In this step you can concentrate on just developing word cards or you can divide the group into smaller groups that can develop different actions of which one is the word cards.



Word cards produced by activists participating in Amnesty's Global Training of Trainers workshop, London, UK, 2017.

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Amnesty International activists protest against US President Trump's immigration policies, Washington DC, USA, 2017.

© Amnesty International USA

Making word cards and/or developing other actions (50 mins)

- Participants create their own similar word cards on thick paper or card.
- On one half, they will draw an object or a concept, for example a bus or an apple. On the other half, they will legibly write the name for this object in your language.
- Participants can make many different cards, connected by theme. They could make a collection of different cards for things such as fruits and vegetables, transport, or other words they think might be most useful if they were learning a new language.
- Collect the cards at the end of the session. Send them to a refugee resettlement centre or a similar organization that assists refugees and asylum seekers.

- In addition to the word card, participants can also help with language learning for new arrivals is by volunteering to teach language or have conversations with them at the local reception centre or with organizations that support refugees and migrants.
- Participants could also do a donation drive for children's books or pens, paper and other stationery items for newly arrived refugees and migrants.

Groups can develop other actions

Remember to share actions on social media such as Facebook, Twitter, Instagram and Snapchat, using the hashtags #IWelcome, #HRE and #AmnestyAction. Tag Amnesty International in posts too!







SECTION 4:

REFUGEE AND

MIGRANT RIGHTS ARE

HUMAN RIGHTS



Refugees from Burundi on the move to UNHCR-run Kavimura camp in Democratic Republic of the Congo, 2015.
© UNHCR/F Scoppa

WHAT ARE HUMAN RIGHTS AND WHY DO THEY MATTER?

Human rights are a fundamental set of entitlements or guarantees, starting with the right to life. They are inherent to all human beings, meaning that no human being anywhere in the world should ever be denied their rights, at any time or for any reason. No one has to earn or deserve human rights. They are every human being's birthright.

It is worth emphasizing that human rights are the rights and freedoms inherent to all people. All refugees, asylum-seekers and migrants are entitled to their human rights, regardless of whether they are in their country of origin, in transit or in a host country.

Understanding human rights allows us to adopt a rights-based approach to working on refugee and migrant issues. A rights-based approach helps to ensure that individuals are protected

and treated with dignity. (As discussed earlier in Section 1 on Developing empathy, human rights education is also based on the cross-cultural human qualities of compassion, understanding and empathy.)

You may already have a good idea of what some of the key human rights are but it is important to also learn about international human rights laws and treaties which outline these rights in detail. These international laws and treaties – as well as regional and national agreements – protect human rights, are often legally binding and can be used to hold state and non-state actors accountable.



INTERNATIONAL HUMAN RIGHTS MECHANISMS

The cornerstone of international human rights law is the Universal Declaration on Human Rights (UDHR), adopted by the UN General Assembly in December 1948. The Declaration outlines the rights to which all human beings are entitled. If you are new to human rights, we strongly encourage you to read the UDHR at: un.org/en/universal-declaration-human-rights/ and revisit the summary printed on page 69.

Some of the rights in the UDHR most relevant to refugees and migrants include the right to life and physical integrity, the right to a nationality, to freedom of movement, the rights to housing, education and health, non-discrimination, protection from torture and other ill-treatment, the right to leave any country including one's own and to return to one's country and the right not to be forcibly returned to somewhere where you are at risk of human rights violations.

The UDHR has inspired other human rights treaties and conventions internationally and nationally, which build upon it to further outline rights and protections. Together, this diverse set of treaties and declarations comprise a legally binding system for the promotion and protection of human rights. Some of the key declarations building on the UDHR are:

The **International Covenant on Economic, Social and Cultural Rights (ICESCR)**: adopted by the UN in 1966. It obliges states to ensure that the rights covered by the Covenant are applicable to “non-nationals such as refugees, asylum-seekers, stateless persons, migrant workers and victims of international trafficking, regardless of legal status and documentation”. Read the full text at: ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx

The **Convention on the Elimination of Discrimination against Women (CEDAW)**, adopted by the UN General Assembly in 1979. It aims to ensure equality between men and women

and is also relevant to refugees and migrants. CEDAW has been ratified by 185 states and does not differentiate between citizens and non-citizens, meaning that rights should also apply to stateless, undocumented people and all those outside their country of origin. Since CEDAW's inception, the body of independent experts that interprets how its provisions should be applied by states has consistently raised concerns over the need for protections for the rights of women migrants, including the right to health. Read the full text at: un.org/womenwatch/daw/cedaw/

The **UN Convention against Torture**: adopted by the UN in 1984. It prohibits the return of people to a place where they face persecution (known as *refoulement*). Read the full text at: ohchr.org/EN/ProfessionalInterest/Pages/CAT.aspx

The **Convention on the Rights of the Child**, adopted by the UN in 1989. It specifically outlines provisions for children who are on the move, including allowing protection of rights of children and their access to humanitarian assistance regardless of whether they are travelling with or without their families. Also, children who have been separated from their families are entitled to support in finding their families and reunification if possible. Read the full text at: ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx

In addition to these international treaties, some regions have their own guiding human rights frameworks such as the American and European Conventions on Human Rights, the Arab Charter on Human Rights and the African Charter on Human and Peoples' Rights.



Syrian child in an informal settlement in the Bekaa valley in Lebanon holding Amnesty International campaign sign, #opentoSyria, 2015.

© Amnesty International

SPECIFIC PROTECTIONS FOR REFUGEES

In addition to the above, there are some international human rights instruments that apply specifically to refugees. They include:

The 1951 UN Refugee Convention: a landmark piece of international legislation which continues to shape the current refugee response (see **Section 3**, page 82). It provided, for the first time, a common definition of a refugee as being anyone who:

“as a result of events occurring before 1 January 1951 [see below] and owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable, or owing to such fear, is unwilling, to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it”.

Further, it outlines specific protections refugees are entitled to:

- Not to be returned to countries where they risk persecution (“*non-refoulement*”)
- Right to work, elementary education and to have their basic needs covered
- Right to identity papers and travel documents
- Freedom of movement in host and resettlement countries

People who have committed crimes against peace, a war crime, crimes against humanity or a serious non-political crime outside the country of refuge are not covered by the Convention.

By signing the UN Refugee Convention, countries are obliged to protect refugees and adhere to its requirements. The UN refugee agency monitors whether countries are living up to these obligations, along with human rights organizations and activists.

1967 Protocol relating to the Status of Refugees: the 1951 UN Refugee Convention was originally intended for people displaced prior to 1951. When, over the next decade, it became clear that people continued to flee their homes in different parts of the world, the 1967 Protocol extended the UN Refugee Convention’s geographical and time limitations and remains current today.

In some regions, the UN Refugee Convention has been strengthened by additional regional instruments. For example, the 1969 Organization of African Unity (OAU) Convention Governing the Specific Aspects of Refugee Problems in Africa expanded the definition of refugees in states party to the Convention to include people fleeing widespread violence, oppression and war. The 1984 Cartagena Declaration recommends that the refugee definition in Latin American countries should include people who have fled their country “because their lives, safety or freedom have been threatened by generalized violence, foreign aggression, internal conflicts, massive violation of human rights or other circumstances which have seriously disturbed public order”.

National law and policy: each country also has its own legislation and policy regarding the reception, hosting and asylum procedures for refugees. Unfortunately, they sometimes fall short of countries’ international obligations. A refugee may encounter a very different reception and asylum system depending on where he/she seeks asylum. Some countries do not have national asylum laws, placing refugees and asylum-seekers at risk of human rights violations such as arbitrary detention and return to countries where they may be at risk of serious human rights violations (a violation of the *non-refoulement* principle).



Girls from central America in a migrant shelter in Mexico, 2017
© Amnesty International/Sergio Ortiz

SPECIFIC PROTECTIONS FOR MIGRANTS

“Respect for the human rights of migrants is not only a legal obligation. It is also critical to ensure that migration is a choice and an opportunity rather than a survival strategy.”

Ngonlardje Kabra Mbaijol, Special Advisor to the High Commissioner, speaking on behalf of the UN High Commissioner for Human Rights

In 1990, the UN General Assembly adopted the **Migrant Workers’ Convention (MWC)**, which outlines specific rights for documented and undocumented migrants, regardless of their employment or residency status. They include the rights to privacy, to due process and to equality with nationals. Unfortunately, as of 2016, few states had signed up to the MWC and those countries which had done so do not receive large numbers of migrant workers, rendering the MWC less powerful than human rights advocates might hope for.

The **June 2011 ILO Convention (189) and Recommendation (201) concerning decent work for domestic workers** states that migrant domestic workers must receive a written job offer or contract with the terms and conditions of employment, which is enforceable in the country of destination prior to their arrival. Other provisions aim to protect live-in domestic workers and ensure that they can keep their travel documents so that they can move at their own free will. For more information see: ohchr.org/Documents/Issues/Migration/Events/GlobalAction/GAPLeaflet_en.pdf

Some countries also have national legislation for the treatment of migrants which can be used to hold the government accountable for unfair and inhumane treatment.



THE COMBINED POWER OF HUMAN RIGHTS INSTRUMENTS

States that sign human rights treaties commit themselves to respecting these rights and ensuring that their domestic law complies with international law. Enforcement of international human rights law can occur on a domestic, regional or an international level. When domestic law fails to ensure accountability for human rights abuses, parties may be able to seek justice through regional or international mechanisms for enforcing human rights.

Some key human rights are universally guaranteed by **customary international law** (obligations that arise from established state practice and are accepted as law). As such, these are obligatory for all states regardless of whether they are members of relevant international treaties. For example, the principle of *non-refoulement* is accepted as a norm under customary international law. This means that all states are bound to this principle even if they are not signatories to the UN Refugee Convention.

Despite the creation and ratification of human rights laws, there are many human rights violations occurring on a daily basis around the world.

THE NEED FOR HUMAN RIGHTS ACTIVISM

This is where you come in as a human rights activist!

The UN Chronicle described human rights activism as “a struggle to ensure that the gap between human rights and human rights law is narrowed in order to ensure the full legal recognition and actual realization of human rights.” In short, governments and people in positions of power often do not respect human rights automatically – it is up to each and every one of us to demand that they do so.

For more information about human rights, please visit Amnesty International’s three modules in this series on human rights and Poverty; Housing; and Sexual and Reproductive Rights.

For a list of key international human rights instruments, visit: ohchr.org/EN/ProfessionalInterest/Pages/CoreInstruments.aspx



Activists and refugees come together to demand action from EU leaders on the Greek island of Lesbos, 2017.
© Giorgos Moutafis/ Amnesty International

EVERYDAY HUMAN RIGHTS ISSUES FOR PEOPLE ON THE MOVE

“The smuggler was nice to me but he liked to use women. I know that he used three Eritrean women. He raped them and they were crying. It happened at least twice. Some of the women don’t have money to pay the ransom so they accept to sleep with the smugglers. We were held in the desert and the women were sleeping in a tent. The men were sleeping outside. At night, the smuggler would call the name of a woman he liked. If she refused to come out, he would force her and say, ‘I want to help you. I want to give you the money. I will let you travel to Europe without paying anything.’ After it happened a few times, we decided to protect the women. We wouldn’t sleep at night because we were guarding the tent.”

Othman, a Somali refugee travelling through Libya to reach Italy, speaking to Amnesty International

At every step of their journey, migrants and refugees face a number of human rights abuses. Here are a few typical abuses – there are many others not detailed here, but you can learn more in the Resources Section.

Sexual violence: As Othman’s testimony indicates, sexual violence is common along several migration routes. While it can affect anyone, those who are most at risk include unaccompanied women and children, as well as detainees.

Denial of safe passage: As mentioned earlier, when countries seal their borders to refugees, either on land or at sea, they are denying people fleeing violence and persecution safe passage, the right to seek asylum and protection from *refoulement*. For example, in 2015 **Hungary** decided it did not want to let refugees and migrants cross through its territory and constructed a fence more than 200km in length along its borders with Serbia and Croatia, leaving thousands of people stranded in inhumane conditions.

Refoulement: the practice is prohibited under the UN Refugee Convention as well as under the UN Convention against Torture, but Amnesty International has documented many cases where countries violate this principle. For example, in November 2016, **Bangladesh’s** Border Guards forcibly returned hundreds of Rohingya refugees and asylum-seekers back to Myanmar.

Detention: Some refugees and migrants are forced to stay in prisons or detention facilities along their journey or if they have entered and are living in a country irregularly. In **Libya**, refugees and migrants travelling through the country or intercepted at sea by the Libyan coastguard are at high risk of detention in

immigration detention facilities for indefinite periods where they face horrific conditions, torture and other ill-treatment, including physical and sexual violence. Such detainees have no way to challenge their incarceration and often no access to lawyers or to their families. Under international law, detention of asylum-seekers and migrants should always be on an exceptional basis and as a last resort and children must never be detained because of their immigration status.

Lives in limbo: Some people are not in detention facilities but are confined to refugee camps or accommodation with no sense of when they will be allowed to leave or resume a normal life. In Greece in 2017, 46,000 refugees and migrants were stranded after other EU countries closed their borders. The EU’s initial commitment to redistribute these refugees in other countries did not materialize on a large scale. Nor did it take into account the many refugees and migrants with family members in certain EU countries with whom they wished to reunite. Now, thousands of displaced people in Greece lack information about their future.

“The conditions here are not good and we are sleeping on the ground; our blankets are soaked with water. There are no bathrooms. This is why people are getting sick.”

A Syrian refugee talking to Amnesty International in Greece. She was nine months pregnant and she and her husband were hoping to reach Germany.

Exploitative working conditions and forced labour: Thousands of refugees and migrants experience exploitation as they try to make a living. Often lacking formal work papers, they are taken advantage of by employers including by being paid less than the minimum wage, having unhealthy working conditions and being forced to work extremely long days. Even worse, some are forced to work for nothing for weeks or months. Refugees and migrants may also be forced to sell or trade sex to survive.

In **Lebanon**, some Syrian women reported physical pain stemming from the long hours and harsh conditions in jobs in agriculture or as domestic workers.

“I am a university graduate but no one will employ me [in my field] because I am Syrian. I work cleaning houses. I am feeling exploited because I work long hours and for low wages. We feel humiliated, especially when they call us servants. They [employers] will make false promises. They pay me half the wage.” ‘

Rafa’, south Lebanon

Migrant workers account for more than half of the population of the Gulf region. Each country operates some version of the 'kafala' sponsorship system tying most migrant workers' status to their employer. Employers often have excessive control over migrant workers' freedom of movement and job mobility. Despite being illegal, confiscation of workers' passports is common. These conditions facilitate serious human rights abuses including forced labour.

In November 2017 the Government of **Qatar** committed to work with the International Labour Organisation to reform its migration system over a three-year period. Migrant workers currently need their employer's permission to change jobs for up to five years. They can be charged with the criminal offence of "absconding" if they change jobs before completing their contract and without securing their former employer's approval.

Death: Every year, thousands of people die trying to move to a safer place. In 2016, 5,000 refugees and migrants died trying to cross the Mediterranean Sea. The majority departed from Libya for Italy when their boats sank. In 2015, 370 people – the majority Rohingya refugees escaping Myanmar – died in the Bay of Bengal and the Andaman Sea because of abuses by smugglers who mistreated them and sometimes killed refugees on board.

Many more deaths of refugees and migrants around the world go unrecorded, such as those who die traversing the Sahara desert.



Activists from Kenya taking part in Amnesty International's #TellNorway campaign which focused on the right to remain of 18-year-old Afghan refugee Taibeh Abbasi, 2017.
© Amnesty International



LACK OF BASIC PROTECTIONS

While any refugee or migrant may experience human rights abuses, there are certain groups that face a higher number of rights violations depending on the context. A few of these groups are detailed below. However, it is important to remember, anyone can experience human rights abuses.

People with disabilities: The World Health Organization estimates that around 15% of us have a disability. When people with disabilities are forced to move, they may be vulnerable to discrimination, exploitation and violence. In refugee camps and other settings, they face numerous barriers to basic humanitarian assistance such as water, shelter and food.

Unaccompanied children on the move: People under 18 years of age who are fleeing violence, persecution or poverty often face specific human rights issues different from those experienced by adult refugees. In some circumstances, children face higher risks of forced labour, violence, abuse and sexual assault by smugglers, traffickers, police and others. Children who are moving without family members often lack a safety net and may not know who to trust. They also have specific health and educational needs that must be fulfilled in order to secure their future.

Migrant domestic workers: People often migrate between countries to work in people's homes cooking, cleaning and taking care of children. Women form the majority of migrant domestic workers and often face more human rights violations

than non-migrant workers. Recruitment agencies in poor countries frequently provide misleading or false information to women applying to work abroad. When women arrive in the new country, their passports are sometimes confiscated and they may find that their employer limits their movements outside the house. Employers may also subject them to physical or sexual violence for which they may have no recourse to protection from the police and they may be unable to access health services for contraception or abortion in cases of unwanted pregnancy.

LGBTI people fleeing persecution: In many countries, lesbian, gay, bisexual, transgender and intersex (LGBTI) people face violence, including possible death because of their sexual orientation or gender identity. There are laws in 73 countries that still criminalize same sex relations and LGBTI people face widespread discrimination in many contexts. Those that seek asylum in countries like the UK may find themselves subject to further abuse, such as being forced to spend months in detention while facility staff bully and harass them for their sexual orientation or gender identity.

“My boyfriend Shirko and I suffered doubly due to the high cost of living in Lebanon and our difficulties finding employment, because we are Syrian, and because we are gay. Being gay has added to our difficulties and increased the harassment from some people in Lebanon.” A Syrian refugee man speaking to Amnesty International in 2015 about his struggle to find safety



A Nuba refugee collects water from a puddle in Yida refugee camp, South Sudan, 2012.

© Peter Muller

STATELESSNESS

Thousands of people are stateless worldwide, meaning that no country recognizes them as nationals which prevents them from enjoying a range of human rights and from participating fully in society. Statelessness arises from complex histories in different countries that often include decades of conflict or the long-term persecution of certain groups for their ethnicity, religion or other factors. Those that are persecuted are unable to gain legal recognition from the government, denying them access to identity papers, property, health care and more. Below are three examples of how statelessness devastates many migrants and refugees.

Palestinian people in the Middle East: There are more than five million Palestinian refugees living primarily in Jordan, Lebanon, Syria, the occupied Gaza Strip and West Bank. These Palestinians fled or were forced to leave their homes in what is now Israel and the Occupied Palestinian Territories and have no foreseeable prospect of being allowed to return to the homes they left. The countries in which Palestinians are now living in the Middle East only recognize their rights to a limited degree, effectively rendering them stateless. Palestinians in Syria who have tried to flee the conflict have been blocked from entering Jordan and Lebanon at the border on account of their Palestinian identity.

Haitians in the Dominican Republic: In 2013, there were between half a million and a million people of Haitian descent living in the Dominican Republic (DR). In September 2013, a court in the DR ruled that children born to “foreign parents” were not entitled to Dominican nationality. The ruling was applied retroactively to anyone born after 1929. The judgment disproportionately affected Dominicans of Haitian descent and constituted a retroactive, arbitrary and discriminatory deprivation of nationality. This disastrous decision effectively took away citizenship from thousands of people who had been born in the DR to parents of Haitian descent. The DR government then said those who fell into this category would be forcibly deported. As a result, hundreds of people camped on the Haiti/DR borders living in squalid conditions and fearing for their safety. Since the court ruling, more than 40,000 people have been deported, while more than 68,000 returned out of fear of violence and the deportations.

“I was born in Mencía, close to Pedernales ... I came here in August 2015 after I heard people were intimidating those of Haitian descent to leave otherwise they were going to burn our houses... in my neighbourhood the house of a person of Haitian descent was burned down.” *Confidante, Dominican-born resident of one of the camps on the border, as told to Amnesty International.*

The Rohingya in Myanmar: The Rohingya are a religious and ethnic minority group in Myanmar that have faced decades of state-sponsored violence including deprivation of their citizenship. They have been forced to live in one part of Myanmar, in Rakhine State, where they live in camps for internally displaced people and unofficial temporary shelters with limited access to adequate food, medical care, sanitation facilities and other essential humanitarian assistance. Those who live outside camps face abuses by state and non-state actors such as frequent detention, violence and sexual assault by security and police forces, as well as mob violence. Consequently, since the 1970s, thousands of Rohingya have fled Myanmar for Bangladesh or Thailand. Many travelled by sea, where they encountered brutal abuse by traffickers.

In 2017, the security forces in Myanmar led a campaign of violence that amounts to crimes against humanity, including murder, torture, rape and other sexual violence, deportation and forcible transfer of population, and persecution. More than 650,000 men, women and children fled across the border to Bangladesh.

Now, more than 850,000 Rohingya languish in makeshift camps and settlements in Bangladesh’s Cox’s Bazar District. They have not been given refugee status, there are serious reports of gender-based violence in the camps, poor health and sanitary conditions, and no schooling for children. The Bangladesh and Myanmar governments are encouraging Rohingya people to return quickly to Rakhine State. Under international law, any returns to Myanmar must be voluntary, safe and dignified.

“We felt so sorry whenever we saw the people dead and thrown to the sea. The people are dying on the ground in Myanmar ... and they are dying in the sea too.” *A 15-year-old Rohingya girl speaking to Amnesty International in Aceh, Indonesia in August 2015*

SETTLING INTO A NEW LIFE

“I don’t leave the house, not even to get my groceries. I ask friends to fetch me food. The family of the perpetrators threatened me and I have the feeling that everyone in town hates me. In Germany, I feel like I am in prison.”

Abdi Farah, a Somali asylum-seeker who was attacked near his asylum shelter in Bavaria, Germany

Even when people reach their destination and attempt to build a new life, they face several challenges. The first is often trying to identify a legal way to stay in the country. People fleeing war, violence or persecution can apply for **asylum**, which entitles them to certain protections and usually the legal right to be a resident.

Each country has its own asylum process and someone who may qualify for asylum in one country may not qualify in another. For example, in Europe, **Eritreans** who have fled their country’s mandatory military service often obtain asylum in Switzerland and Germany but have a much lower rate of acceptance in the UK and France. Those who have applied for

asylum in some countries may spend months or years waiting for a decision, during which time they may try to learn the language and get to know their new country.

Although typically an individual must go through an asylum application process, during mass movements of refugees it may be impossible to conduct individual interviews with every asylum-seeker who crosses a border. These groups are often called **“prima facie” refugees** – or “at first appearance” refugees. This term is usually used for groups of people fleeing circumstances in their countries where the risk of harm brings them within the definition of a refugee. For example, many Syrian refugees have been given this status.

Around the world, many refugees and migrants face racism and xenophobia. This can vary from nasty comments directed against them at the grocery store to harassment by the police and in some cases physical violence. Others are affected by physical and mental health issues arising from experiences in their home countries as well as on their migration trail.



Majed, Zahija and Montayam Hajj Mouhamed Ali enjoying football practice. Their family came to Canada when a group of people in Toronto sponsored them after they had spent three years in a camp in Jordan.

© Stephanie Foden/Amnesty International



Many people who do not obtain asylum or another legal recognition (such as a **humanitarian or work visa**) stay in a country irregularly. They live their lives underground. They must work on the black market and do not qualify for state services; they are at risk of numerous human rights abuses related to their irregular status.

Others live in fear of being forced back to the place from which they fled. In **Kenya's** Dadaab refugee camp, thousands of Somali refugees cannot return home for fear of violence.

“[In Somalia] Al-Shabaab entered the neighbourhood and raided livestock and people’s homes. They took children our age, including us. Our parents couldn’t do anything or they would threaten to kill them... They first came and knocked on the doors and asked if there was a family living there. They asked people’s names and asked for me and my brother. My parents protested but they killed my father and threw everything in the house. We came back [to Dadaab] on our own, we only have each other. We are still trying to find out what happened to the rest of our family. Al-Shabaab is in control in Somalia and they know us. They know our faces. If we go back we will be killed. Kenya is our home and this is where we will stay. The security situation in Somalia is all the same. It’s a war-torn region. There is no way people can go back there or live there.” An 18-year-old man in Dadaab refugee camp speaking to Amnesty International.



Some refugees have lived in the camp for 25 years. Yet the Kenyan government has repeatedly threatened to close the camp and there are reports of misinformation and coercion from Kenyan officials to push people to return to Somalia.

Wherever they reside, many refugees and migrants struggle to integrate into their new societies and resume their habits, goals and dreams.



Activists dressed as 100 Statues of Liberty assemble outside the US Embassy in London to protest against President Trump’s immigration policy, 100 days into his administration, 2017
© Marie-Anne Ventourra/Amnesty International

FAILURE TO FACE SHARED RESPONSIBILITY FOR REFUGEES' RIGHTS

The world's current response to displacement is failing. Countries with the least capacity to host refugees – mostly small countries with few resources struggling to combat poverty – have the greatest number.

- Jordan currently hosts the largest number of refugees in the world, including 2.2 million Palestinian refugees who have lived in there for decades and 648,800 Syrian refugees.
- Turkey hosts the second largest refugee population of nearly 3 million, the majority of whom are from Syria.
- Both Pakistan and Lebanon host more than 1 million refugees while Iran, Ethiopia and Kenya are home to more than half a million each.
- Meanwhile, the world's richest nations host small numbers of refugees relative to their population size and wealth. For example, the USA takes in only around 80,000 – 100,000 refugees a year, a fraction of its population of more than 324 million people.
- Some countries admit no refugees at all.
- According to the UN refugee agency in 2018 there were 1.2 million refugees in urgent need of resettlement.



Picture taken at the USA/Mexican border during Amnesty International's crisis mission to the USA, caused by the new immigration policies, 2017.

© Hans Maximo Musielik/Amnesty International



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Learn more

The Universal Declaration of Human Rights available at: www.un.org/en/universal-declaration-human-rights/

The International Covenant on Economic, Social and Cultural Rights (ICESCR) available at: www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx

The Convention on the Elimination of Discrimination against Women available at: www.un.org/womenwatch/daw/cedaw/

The UN Convention against Torture available at: www.ohchr.org/EN/ProfessionalInterest/Pages/CAT.aspx

The Convention on the Rights of the Child available at: www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx

The 1951 UN Refugee Convention available at: www.unhcr.org/uk/1951-refugee-convention.html

The 1967 Protocol relating to the Status of Refugees available at: www.unhcr.org/uk/protection/basic/3b66c2aa10/convention-protocol-relating-status-refugees.html

The OAU Convention Governing the Specific Aspects of Refugee Problems in Africa www.unhcr.org/uk/about-us/background/45dc1a682/oau-convention-governing-specific-aspects-refugee-problems-africa-adopted.html

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ACTIVITY 4.1

MAPPING MOVEMENT IN YOUR REGION

LEARNING OUTCOMES

Participants will be able to:

- Identify the movements, challenges and experiences of people on the move in their country/region.
- Review legislation to protect people on the move.

TIMING

2 hours 30 minutes

WHAT YOU NEED

- Flipcharts
- Pens and markers

THIS ACTIVITY HAS THREE STEPS

Step 1: Mapping movement (1 hour)

Step 2: Review legislation (1 hour)

Step 3: Take action (30 min)

FACILITATION TIPS



- ☑ This mapping activity requires some prior knowledge about refugee and migrant routes, challenges they face in the country and/or region's responses to the displacement crisis, including national legislation to protect refugees and migrants.
- ☑ If participants do not have enough of this prior knowledge, this activity can be made an investigative exercise.
- ☑ If participants come from diverse regions, you can divide them into regional groups to collaborate on this exercise together.
- ☑ If you have contact with refugee and migrant support organizations, reception centres or former refugee and migrant communities, it could be valuable to collaborate with them by inviting people to participate in some of the activities, speak and share their stories, socialize and network to strengthen support for the diversity of your community.
- ☑ You will need to prepare a summary regarding the International Rights and Mechanisms that support refugees and migrants: see pages 121-124
- ☑ For Step 2 you will need to prepare material on national laws and mechanisms that participants can use or ask an expert to come and speak or make it an exercise to investigate existing national legislation that supports refugees, asylum-seekers and migrants.



Activists prepare for a day of action on the Greek island of Lesbos, Greece, 2017.

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STEP 1: MAPPING THE MOVEMENTS (60 MIN)

Plenary (5 min)

- Refer to page 121 about refugees' rights that are at risk, and how the international community is failing to uphold these rights.

Mapping movement (30 min)

- Explain to participants that they will be mapping out the movements, challenges and experiences of people on the move in their own country and/or region. Participants will use their prior knowledge, what they have learned in the module so far and content from this section to help them in this activity. (This can also be given out as a group investigative work before the activity)
- Divide participants into groups of four or five and hand out large pieces of flipchart paper and a variety of pens or markers to each group.

- In their groups, participants draw a map of their country and surrounding region (or one they have decided to concentrate on) on a large piece of flipchart paper.
- On their map, groups draw and annotate the movements, challenges and experiences of refugees, asylum-seekers and migrants in the area, including:
 - Where refugees and migrants flee or leave from and why
 - The different routes they take over land, sea and air
 - Obstacles they face along their journey
 - Human rights abuses that they are at risk of at different stages of their journey
 - Places and ways that people enter the country
 - The intersecting discrimination and challenges faced by some people, including women, children, LGBTI people and people with disabilities



- If you have connections with refugee and migrant support organizations and groups, or with former refugee and migrant communities, you could invite people in to add their own knowledge and experiences to the maps that participants create.
- When all groups have completed their maps, they could move around to see the maps that other groups have created and note the differences and similarities. You could give them time to update their own maps after this.

Plenary (25 mins)

- Discuss what the participants have learnt from the maps. Ask them:
 1. *What surprised them about the other groups' maps?*
 2. *What did they see as the major obstacles for refugees and migrants in their own country?*

Optional:

Invite members of the refugee or migrant community to share their experience.

STEP 2: REVIEW LEGISLATION (60 MIN)

Introduction (15 min)

- Present a summary of the information in this section about the International Human Rights Mechanisms, specific protections for refugees and specific protection for migrants (pages 120 – 122).

Small group work (30 min)

- Divide participants in small groups to explore what the national laws and mechanisms are in your country.

Plenary (15 Min)

- Share what the groups have discovered.
 1. *What have they learned?*
 2. *Do they think that national law is respecting international standards?*
 3. *What can they do to improve the situation?*



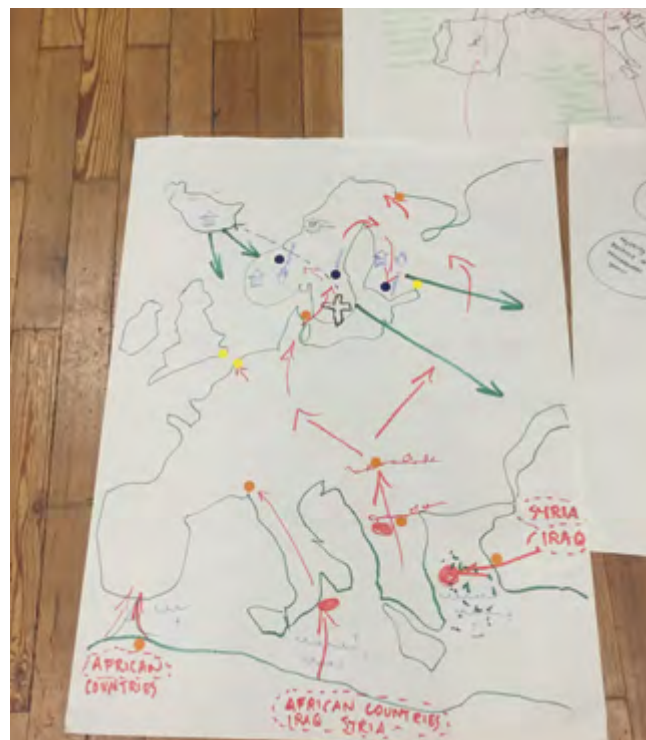
Maps produced by activists participating in Amnesty's Global Training of Trainers workshop, London, UK, 2017.

© Amnesty International



Opposite page: Young woman taking part in global week of action for I Welcome Refugees campaign in Chile, 2016.

© Amnesty International



STEP 3 – TAKE ACTION (30 MIN)

- Reflect on possible ways that participants can individually and together take action to raise awareness about the situation for refugees and migrants in your own country and/or region, such as:
 - Display these maps in prominent places in the community.
 - Take a big photo with the whole school or people in your community or participant group, holding signs calling on developed countries to accept more refugees in resettlement programmes, and send it directly to

politicians responsible for immigration and share on social media.

- Participants can develop creative ways to display the national responsibilities for protecting refugees and migrants, show what governments are doing or not doing, and also what we can all do!

Remember to share actions on social media such as Facebook, Twitter, Instagram and Snapchat, using the hashtags #IWelcome, #HRE and #AmnestyAction. Tag Amnesty International in posts too!



ACTIVITY 4.2

CAN I COME IN?

LEARNING OUTCOMES

Participants will be able to:

- Apply knowledge of the UN Refugee Convention and specific rights relating to refugees and migrants.
- Argue effectively for the rights of refugees and migrants.
- Demonstrate empathy and solidarity with refugees.

TIMING

1 hour

WHAT YOU NEED

- Role play cards
- Chalk, or objects such as furniture, to represent the border crossing post
- A flipchart
- Pens, markers
- Optional video: Amnesty International, 2017, "The basics about human movement, refugees and refugee law". [youtube.com/watch?v=6pMo6vqUp6c&t=1s](https://www.youtube.com/watch?v=6pMo6vqUp6c&t=1s) (1:44)

THIS ACTIVITY HAS THREE STEPS

Step 1: Role play (30 min)

Step 2: Reflect (15 min)

Step 3: Take action (15 min)

FACILITATION TIPS



- ☑ You can adjust the time for this activity according to your group size and needs.
- ☑ To prepare for this activity, participants should have done preliminary research on refugee rights, in particular the Universal Declaration of Human Rights (UDHR) and the 1951 Refugee Convention.
- ☑ It is not necessary to divide participants into equal groups. For instance, you can choose to have more or fewer observers depending on how much time you have.
- ☑ You can use the scene provided as a basis for this role play or you can adapt it to your own context. It does not matter that the scene is set at a border crossing post; it could for example take place at a demonstration, in a refugee camp or at a processing centre. What matters is that participants can practise their skills to present arguments and make judgements.
- ☑ If you have enough time you can repeat the role play a second time with reversed roles.
- ☑ If you have contact with refugee and migrant support organizations, reception centres or former refugee and migrant communities, it could be valuable to collaborate with them. Invite people to participate in some of the activities, speak and share their stories, socialize and network to strengthen support for the diversity of your community.



Amnesty International activists organized actions in Luxembourg to express solidarity with refugees, 2016.
© Amnesty International Luxembourg

STEP 1: ROLE PLAY (30 MIN)

- If you have the facilities, show the video “The basics about human movement, refugees and refugee law” (1:44) to set the context.
- Explain to participants that for this activity they are going to create a role play about a group of refugees who were forced to leave their home and are about to enter another country in search of safety.
- Read the following scenario to all participants, supplementing “X” and “Y” with two appropriate countries of your choice:

It is a dark, cold and wet night on the border between X and Y. A column of refugees, mostly women and children, has arrived, fleeing from the war in X. They want to cross into Y. They are hungry, tired and cold. They have no money and no documents except passports. The immigration officials from

Country Y have different points of view: some want to allow the refugees to cross into Y, but others don't. The refugees are desperate and use several arguments to try to persuade the immigration officials.

- Draw a line on the floor with the chalk, or use furniture to represent the border.
- Divide participants into four groups and assign a role to each one of them: one group are “refugees” from Country X; one group are “immigration officers” from Country Y; one group are “representatives for an advocacy group” from Country Y; one group acts as observers.
- Give each group a role card with the arguments for their part and give participants enough time to prepare. Participants can use these arguments or can add additional relevant arguments of their own.
- Ask participants to act out the scenario using their arguments.



STEP 2: REFLECT (15 MIN)

At the end, ask the observers to give feedback on the role play. You can also ask the players to give general comments about how they felt about their own part.

Questions can include:

1. *How did the situation work out? What happened?*
2. *How did you feel when the border officials turned down the group of refugees?*
3. *Did you think the group of refugees received fair treatment?*
4. *Were they given their right to protection under the UDHR and the Refugee Convention? Why or why not?*
5. *Should a country have the right to turn away refugees?*
6. *What would you have done if you were a border guard? If you were a member of an advocacy group?*

STEP 3: TAKE ACTION (15 MIN)

Reflect on how the group can take action on what they have learnt.

Some ideas could be:

- Ask participants to create a play based on the exercise. They can present it to others in school or at an event to raise awareness on refugee rights.
- If they have not done so already, participants can find out more about refugees in your country, for instance about the challenges they are confronted with and the solutions they can access.



People across the world put their own creative spin on one clear message – I Welcome Refugees! – during the global week of action, 2016.

© Amnesty International



ROLE PLAY CARDS

FOR USE IN ACTIVITY 4.2, STEP 1

Immigration officers' arguments and options

Use these arguments and any others you can think of:

- They are desperate, we can't send them back.
- If we will send them back we will be responsible if they are arrested, tortured or killed.
- We have legal obligations to accept refugees.
- They have no money, and will need state support. Our country cannot afford that.
- Can they prove that they are genuine refugees? Maybe they are just here to look for a better standard of living?
- Our country is a military and business partner of country X. We can't be seen to be protecting them.
- Maybe they have skills that we need?
- There are enough refugees in our country. We need to take care of our own people. They should go to the richer countries.
- If we let them in, others will also demand entry.
- They don't speak our language, they have a different religion and they eat different food. They won't integrate.
- They will bring political trouble.
- Do they have ID and do they have proof that they have been persecuted?

Refugees' arguments and options

Use these arguments and any others you can think of:

- It is our right to receive asylum.
- Our children are hungry; you have a moral responsibility to help us.
- We will be killed if we go back.
- We have no money.
- We can't go anywhere else.
- I was a doctor in my hometown.
- We only want shelter until it is safe to return.
- Other refugees have been allowed into your country.

Advocacy groups' arguments and options

Use these arguments and any others you can think of:

- All refugees, asylum-seekers and migrants are entitled to their human rights.
- The Universal Declaration of Human Rights protects their rights to movement, asylum, non-discrimination, protection from ill-treatment, and the right not to be forcibly returned.
- The 1951 UN Refugee Convention specifically outlines the rights of people seeking refuge and the protections that they're entitled to.
- All states that sign human rights treaties commit themselves to respecting these rights and ensuring that their domestic law complies with international law.
- These people's journeys can be full of human rights abuses. They need protection.

Photocopy and distribute to participants.

ACTIVITY 4.3 TRUE OR FALSE?

LEARNING OUTCOMES

Participants will be able to:

- Review their knowledge about the legal definition and status of refugees.
- Examine the legal situation for refugees, asylum-seekers and migrants in their own countries, and how they can spread awareness about this to others.

TIMING

1 hour

WHAT YOU NEED

- Photocopy of the answers for the activity “True or False” (to be distributed as a handout to participants after the session)
- 1 sign with “True”, 1 sign with “False”
- A flipchart
- Pens, markers

THIS ACTIVITY HAS TWO STEPS

Step 1: True or false? (30 min)

Step 2: Take action (30 min)

FACILITATION TIPS



- ☑ You can adjust the time for this activity according to your group size and needs.
- ☑ This activity refers to content from earlier sections in the module as well as Section 4. It can be used as a way to check participants’ retention of information and identify gaps that may need to be reinforced, as well as spark further discussion about the rights of refugees and migrants.
- ☑ If you do not have enough space for participants to walk around the room, you can divide participants into groups and hand them two signs “True” or “False” per group. After you ask the questions, give the group a few minutes to reach an agreement and come up with their final answer.
- ☑ If you have contact with refugee and migrant support organizations, reception centres or former refugee and migrant communities, it could be valuable to collaborate with them by inviting people to participate in some of the activities, speak and share their stories, socialize and network to strengthen support for the diversity of your community.

STEP 1: TRUE OR FALSE? (30 MIN)

- Put up the two signs “True” and “False” on the wall at either end of the room.
- Read out loud the statements below and ask participants to stand under the sign that represents their answer based on the information they just read.
- Ask participants to answer the following questions with “True” or “False”:
 1. *A refugee can be someone who has left his/her country as a result of socio-economic reasons.*
 2. *A person can become a refugee when he/she is persecuted because of his/her gender.*
 3. *People who have left a country because they do not want to be conscripted in the army cannot be defined as refugees.*
 4. *For someone to be a refugee she/he must face persecution at the hands of state actors.*
 5. *A person is a refugee regardless of whether he/she has left their country through legal or irregular means.*
 6. *A refugee can have her/his status revoked.*
 7. *The majority of refugees are hosted by wealthier and developed countries because they have more resources and greater stability to do so.*
 8. *The 1951 UN Refugee Convention specifically protects against refugees being returned to countries where they risk persecution.*
 9. *Someone who qualifies for asylum in one country will also qualify for asylum in another country.*
- Ask a few participants to explain their answer as they move around the room. You can use the answers at the end of the activity to prompt, correct or supplement their answers. Give participants a handout of the answers at the end of the activity for them to keep.



Amnesty International activists in Kenya prepare placards to show solidarity with Taibeh Abbasi and the campaign to support her, 2017.

© Amnesty International

STEP 2: TAKE ACTION (30 MIN)

Participants can explore the legal situation in your country and the laws that are in place to support refugees, asylum-seekers and migrants. How can they make these known to others? Some possible ways to do this could be by making posters and fliers, holding debates in your school or community, and writing letters to politicians and to the local newspapers or media outlets.



TRUE/FALSE ANSWERS FOR USE WITH ACTIVITY 4.3, STEP 1

1. A refugee can be someone who has left their country as a result of socio-economic reasons.

FALSE The 1951 Refugee Convention relating to the Status of Refugees defines a refugee as a person who: "owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it." Therefore, while other forms of deprivation may cause people to flee across borders such as a lack of food, education, health care and livelihood, or devastation caused by natural disaster or climate change, they would not ordinarily meet the definition of a refugee under the 1951 Convention.

2. A person can become a refugee when they are persecuted because of their gender.

TRUE While gender is not specifically mentioned as a category for discrimination within the 1951 Convention, in circumstances where an individual faces conditions amounting to persecution as a result of social expectations associated with their gender, then through their gender they may be considered as being a member of a particular social group. For example, if a woman suffers ill-treatment for failing to follow social norms expected of women in her region, such as engaging in a relationship out of wedlock, and she believes that she would not find protection from the authorities, then she may qualify as a refugee.

3. People who have left a country because they do not want to be conscripted in the army cannot be defined as refugees.

FALSE In cases where someone is unable to conscientiously object to joining the army, or where that army is engaged in conflict which has been condemned by the international community, then a person may be eligible for refugee status if they avoid conscription and as a result face persecution based on the political opposition to the authorities.

4. For someone to be a refugee they must face persecution at the hands of state actors.

FALSE While persecution is often related to the authorities, persecution can also arise from other members of the population. But what needs to remain is a state's unwillingness or inability to offer protection from that group. For example, should a group identifying with one particular ethnicity discriminate against another group identified as belonging to another, and the government is reluctant or unable to intervene, then a person who has left that country could be considered a refugee.

Photocopy and distribute to participants.

5. A person is a refugee regardless of whether they have left their country through legal or irregular means.

TRUE The method through which a person enters a country of asylum does not affect whether or not a person is a refugee. Despite this, some countries have been shown to take this into account when it comes to determination processes. Some of the methods used by governments to control migration into their country mean that those who have travelled irregularly are denied entry and ultimately prevented from accessing asylum procedures. On the other hand, it has sometimes been claimed that people in possession of valid travel documents are deemed to be without credible fear of the authorities otherwise they would not have been issued with them in the first place. The UN claims that in circumstances where an individual arrives without a valid visa or passport they should not be refused the opportunity to claim asylum. For example, in some circumstances it may be difficult for a person to obtain the necessary documentation for travel for fear of retribution by the authorities, or as a result of the inaccessibility of areas where administrative offices are based. Similarly, the presence of valid documentation should not be seen as a determining factor in whether or not someone is recognized as a refugee, for as the UN points out issuance of travel documents may have been made with the intention of facilitating the removal of that person, or the documents could have been obtained surreptitiously.

6. A refugee can have their status revoked.

TRUE The 1951 Refugee Convention states that a refugee can have their status revoked if they commit criminal acts against peace, a war crime or crime against humanity, or if they act contrary to the principles of the United Nations. Although different from revocation, it is also possible for a person to cease to be a refugee when it has been established that international protection is no longer necessary. For example, an individual may obtain a new nationality, or the situation in a country which pertained to a person's initial inability or unwillingness to seek the protection of their authorities may have changed. Besides revocation and cessation, recognition of a refugee's status can also be cancelled if it is found that a person should not have been issued with refugee status in the first place.

7. The majority of refugees are hosted by wealthier and developed countries because they have more resources and greater stability to do so.

FALSE The world's current response to displacement is failing. Countries with the least capacity to host refugees – such as small countries with few resources struggling to combat poverty – host the greatest number. Jordan currently hosts the largest number of refugees in the world including 2.2 million Palestinian refugees who have lived in there for decades and 648,800 Syrian refugees. Turkey hosts the second largest refugee population of 2.9 million, the majority of whom are from Syria. Both Pakistan and Lebanon host more than 1 million refugees while Iran, Ethiopia and Kenya are home to more than half a million each. Meanwhile, the world's richest nations host small numbers of refugees relative to their population size and wealth.

8. The 1951 Refugee Convention specifically protects against refugees being returned to countries where they risk persecution.

TRUE The 1951 Refugee Convention provides a definition of a refugee and specifically states that refugees must not be returned to countries where they risk persecution. The UN Convention guarantees the principle of *non-refoulement*. By signing the UN Refugee Convention, countries are obliged to protect refugees' rights and adhere to its requirements.

9. Someone who qualifies for asylum in one country will also qualify for asylum in another country.

FALSE Each country has its own asylum processes and someone who may qualify for asylum in one country may not qualify in another. For example, Eritreans who have fled their country's mandatory military service often obtain asylum in Switzerland and Germany but have a much lower rate of acceptance in the UK and France.



Children at the Kakuma refugee camp, filmed as part of the refugee crisis awareness campaign 'Outrage is not enough', 2016.

© Michael Christopher Brown



Australia
Stop refugees
suffering on
Nauru
#1 Welcome

AUSTRALIA:
STOP
REFUGEES
SUFFERING
ON NAURU
#1 Welcome

SECTION 5:

TAKE ACTION!



Amnesty International Canada demonstrates outside the Australian embassy in Ottawa to call for the closure of the Nauru detention camp, 2016.

© Amnesty International

GUIDING PRINCIPLES FOR TAKING ACTION

“It is not enough to be compassionate – you must act.”

The Dalai Lama

Now that you've learned the basics about the human rights of refugees and migrants, you can begin taking action to change the way your community responds to migration.

Remember these principles

- Advocacy for refugees should respect the rights of migrants (and vice versa)
- Migrants and refugees have rights as human beings not “just” as migrants and refugees
- Be sure to set ground rules about respect and confidentiality.



Human rights education training workshop for activists in North Africa, 2016.

© Amnesty International

All activities should aim to include refugees, migrants or those in other migratory situations. In order to ensure their safety and ability to participate, it is important that you take the following steps:

- ✓ Do not assume refugees and migrants are a homogenous group. Recognize that everyone has many aspects to their identity and that being a refugee or migrant is just one element. Recognize that other components of each refugee or migrant's identity may also affect their ability to access their rights, or the forms and severity of the discrimination and violations they face. Try to make your work inclusive and be aware of the different experiences/forms of discrimination faced by various groups or categories of refugees and migrants, for example based on their gender or gender identity, sexuality, race, age and disability status.
- ✓ Make sure you explain to attendees any possible consequences, including unforeseen ones, which may stem from participation in your activity so that attendees give their informed consent to participate.
- ✓ Do not require participants in your activities to give their legal names. Let them know that they can choose any name they like, including an alias. Again, make sure participants are aware of any risks in giving their legal names or sharing other personal information.
- ✓ Depending on the situation in your country, do not take or record data about participants that could be seized by police or immigration authorities.
- ✓ Be sure to set ground rules about respect and confidentiality.
- ✓ Set ground rules around social media like not attributing quotes to a particular person and not posting pictures of people's faces unless the entire group is comfortable with it and understands the consequences.
- ✓ Whenever possible, invite someone who has experienced migration at some point in their life to be a facilitator.
- ✓ Do not ask someone to share their personal story unless they are comfortable with doing so and fully understand the potential consequences and risks. For example, a seasoned activist who has shared his/her story before may be comfortable to do so, whereas someone who has recently arrived in a country as a refugee or migrant might not be fully aware of the emotional toll this can take or the risks.
- ✓ Regardless, do not make assumptions: be sure to get informed consent prior to the event if someone will be sharing his/her personal story and make sure to discuss beforehand whether other attendees will be allowed to film/record/take pictures after an assessment of the potential risks and benefits with the speaker.

WHAT CAN I DO AS AN INDIVIDUAL?

“It’s the action, not the fruit of the action, that’s important. You have to do the right thing. It may not be in your power, may not be in your time, that there’ll be any fruit. But that doesn’t mean you stop doing the right thing. You may never know what results come from your action. But if you do nothing, there will be no result.”

Mahatma Gandhi, leader of the Indian independence movement

There are several things you can do as an individual to create positive change for migrants and refugees.

Completing this module is an excellent first step to becoming more informed about refugee and migrant rights. You can check out the Additional Resources at the end of each section to learn more. But don't stop there – you should also research the situation for refugees and migrants in the country you are living in. Your research may want to answer the following questions:

1. *What is the situation for refugees in this country?*
2. *How many refugees does this country accept through formal resettlement channels?*
3. *What is the official number of migrants working in this country?*
4. *How do refugees describe the situation in this country?*
5. *How do migrants describe the situation in this country? What are their main concerns?*
6. *How integrated are refugees and migrants?*
7. *Which international and regional human rights conventions, relevant to migration, has this country signed?*
8. *What national policies exist for refugees?*
9. *What national policies exist for migrants?*

10. *What are the positions of the different political parties in this country towards refugees? What are the positions of the different political parties in this country towards migrants? Which positions are aligned with human rights and which are not?*
11. *Who are the different organizations, individuals and networks working on migration?*
12. *What role are communities enabled to play in welcoming refugees in this country and how can I get involved?*



Taibeh Abbasi (left) is in danger of being deported from Norway to Afghanistan, where she has never lived. She is the focus of the #TellNorway campaign which has gained global support, 2017.

© Amnesty International



Begin a dialogue with your family and friends about the situation of refugees and migrants

Armed with your new knowledge about refugees and migrants, talk to people in your life about how important the issue has become to you. See whether other people you know would be interested in getting more involved in this issue. To get people more engaged, you could:

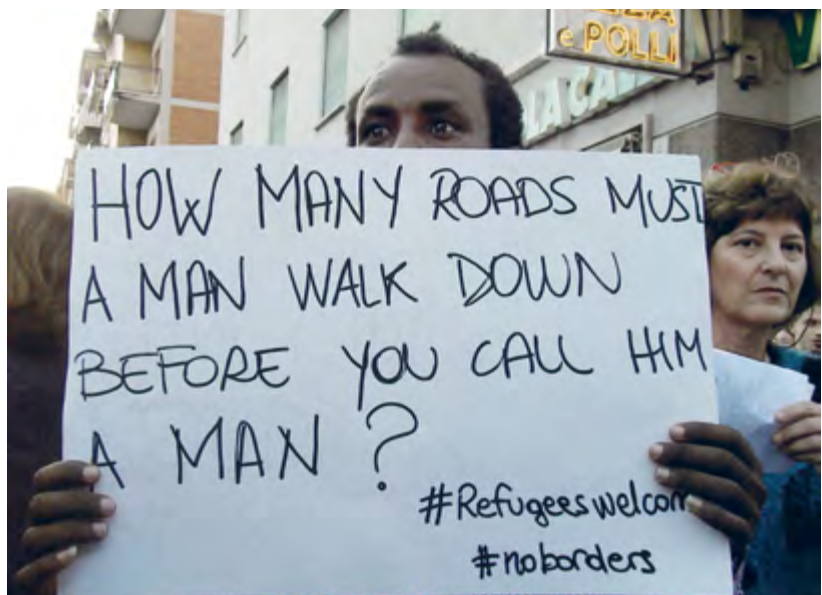
- Host a film screening on migration followed by a discussion. Films could include among others:
 - Gianfranco Rosi, 'Fire at Sea', 13 February 2016
 - YouTube, Amnesty International, 'A Life on Hold', 2012
 - Jacques Audiard, 'Dheepan', 13 May 2016
 - Gael Garcia Bernal and Marc Silver, 'Who is Dayani Cristal?' 2013
 - Antonio Angugliaro, Gabriele Del Grande and Khaled Soliman Al Nassiry, 'On the Bride's Side', 2015
 - Vincent Vittorio and Asher Emmanuel "Warehoused" (<https://warehousedthemovie.com/>)
- Display your support for refugees and migrants on social media, outside your home and elsewhere, using phrases like Refugees and Migrants Welcome.

- Check whether local organizations are doing events on refugees or migrants and then rally your friends and family to go as a group.
- Consider asking everyone to give a donation to an organization that supports refugee and migrant rights on a holiday or during an event.

Monitor the local media

When you read the newspaper, online blogs or watch TV, keep asking yourself:

- Are journalists and commentators taking a rights-based approach to refugee and migrant issues, or are they relying on stereotypes, prejudices and other methods to attract viewers/readers?
- If you feel a media outlet has not relied on facts or is inciting fear, make your dissent visible in a peaceful and respectful manner. Write a letter to the media outlet and encourage others to do the same.
- If the media outlet does not change, consider organizing a boycott to signify that you and your community will not tolerate their approach.



Participants in Italy join thousands across the EU in a week of action to show solidarity with refugees, Italy, 2015.

© Amnesty International

Support politicians that take a rights-based approach to migration.

Show that you want people in power who will protect the rights of refugees and migrants through your vote.

Stand up for others if you see discrimination against refugees or migrants.

Don't tolerate discrimination or hate speech in your school, town or other space.

Ask your university to create a scholarship programme and sponsor student visas for refugees.

If you are attending university, advocate for your school to ensure that refugees have access to its educational programmes.

ALEX ASSALI

Alex Assali is a Syrian refugee living in Berlin, Germany. After Alex arrived, he was shocked by the large numbers of homeless people sleeping on Berlin's streets in winter. Alex decided to open a food stand to serve a free hot meal to anyone who needed it. Tourists and residents were stunned by Alex's act of generosity. He not only served people in need, but also challenged people's stereotypes about refugees by showing he could actively give back to his community. You can watch a short film about Alex and learn more about his life here: <http://interactive.aljazeera.com/aje/shorts/syrian-refugee-germany/>



Participants in the Facebook Live event, where volunteers (one of whom was a refugee) were filmed while they shared four minutes of eye contact, to discover their shared human values, UK, 2016.
© Amnesty International UK

WHAT CAN WE DO AS A COMMUNITY?

“Human rights are not things that are put on the table for people to enjoy. These are things you fight for and then you protect.”

Wangari Maathai, Kenyan activist and founder of the Green Belt Movement

While individual action is critical, often groups, networks and organizations can achieve more together than can one individual.

Understand what groups are already doing on this issue and consider joining them.

Wherever you live, there are likely to be groups working to protect refugees’ and migrants’ rights.

Below are some types of groups you might consider joining. If such groups do not exist in your area, or you see a major gap that no one is addressing, you could consider starting your own.

Refugee and migrant-led networks and organizations: These groups are advocating for their rights around the world. Refugees and migrants themselves know their needs better than anyone, so consider becoming an ally and seeing how you can support existing movements. Some examples are:

The Young African Refugees for Integral Development (YARID) is a refugee-led group in Kampala, Uganda. It was founded in 2007 by young Congolese refugees living in Uganda. YARID addresses unemployment, public health and lack of access to education through sport, English classes, skills training and other programmes. YARID mainly serves refugees from the Democratic Republic of Congo, Rwanda and Burundi.

See: yarid.org/index.php/about-yarid

The **Greek Forum of Refugees** is a network of diverse nationalities that has transformed living conditions in one of the refugee camps in Greece. The group’s President, Yonus Muhammadi said: “The most important help comes from the simple solidarity movements. It is self-organized people trying to help. There is no other initiative or motive behind this, they just want to help as fellow human beings. So there is no money, no salary, nothing – just humanity.”

See: <http://refugees.gr>

In Malaysia, Afghan refugees came together to create the **Afghan Community Center (ACC)**, a refugee-led organization serving the most urgent needs of the Afghan refugee community. It connects people with affordable housing, educational and job opportunities and a sense of social belonging. See: <http://urban-refugees.org/afghan-community-center-leaders-in-action/>

Grassroots organizing: These groups may focus solely on refugees or migrants but they might also work on broad issues like economic and racial justice or women’s rights. A grassroots approach would identify a problem in your community affecting refugees and migrants and then mobilize others to address it.

For example, some refugees or migrants cannot access health services because they do not speak the relevant language. Grassroots organizing could try to come up with solutions, including asking volunteers to provide translation in the short term and in the long term asking the health centres to hire professional translators, translate all forms into multiple languages and asking the government to provide enough funds to ensure the health centres can do so. Grassroots organizing could also work to counter anti-refugee and migration politics through organizing Refugee Welcome marches, door-to-door information campaigns and more.

Service organizations: They work to meet the basic needs of refugees and migrants, including housing, food, education and health. Some of these service organizations are faith-based. They do a range of essential services including offering translation and cultural information for new arrivals, helping them navigate the education system, providing mentors for children and providing basic household items like bed linen, towels and dishes.

Advocacy organizations: Advocacy is an ongoing process aimed at changing attitudes, actions, policies and laws by influencing people and organizations in positions of power at different levels. It is typically focused on changing the big picture which is why it’s a long-term process!

Many different organizations carry out advocacy as part of their work and many different organizations collaborate under a common advocacy agenda. If you want to change the way your country responds to migration – some ideas are captured in the next sub-section – then advocacy is a powerful method. Advocacy tools include gathering evidence and documenting

human rights violations, lobbying, public communication and media engagement, protest and more.

Join or start a group: if you know others who are keen to welcome refugees, consider starting a welcome group together. If you're already part of a local network or club, you could decide to start focusing on supporting refugees.

There might already be refugee organizations or welcome groups in your area that you could join forces with. You can

combine your skills to take action that's locally relevant – whether it's fundraising, organizing awareness-raising events, or forming a community sponsorship group to welcome refugees in your area or country.

However, it is important to note that it is not the main role of Amnesty International to fundraise for sponsorship for refugees but rather to advocate and work together with other groups.



WHAT CAN WE DO AS A COUNTRY?

“The struggle may be a moral one, or it may be a physical one, or it may be both. But it must be a struggle. Power concedes nothing without a demand. It never did and it never will.”

Frederick Douglass, American anti-slavery leader

Your country has obligations to refugees and migrants. Holding your government accountable for fulfilling these obligations is crucial. While human rights organizations work to do this on a large scale, governments need informed citizens to pressure them to uphold a rights-based approach to refugees and migrants.

All countries can work towards a **mechanism to meaningfully share responsibility** for the great number of displaced people around the world. Such a mechanism would rely on states’ duty to share responsibility through state-led resettlement programmes. It would also rely on creating alternative safe and legal routes for refugees and migrants such as through family reunification, medical, work and student visas and private sponsorship. It is also important to hold your country to account if its actions undermine its responsibility-sharing obligations. Examples could include entering into bilateral or multilateral agreements with other countries aimed at keeping refugees and migrants out regardless of their need for international protection; or returning refugees to a country where they would be at risk of serious human rights violations.

What are some of the other **specific ways** a country can adopt a rights-based approach to refugees and migrants?

- All countries can allow the safe passage of people on the move and also allow legal ways for refugees and migrants to travel so that they do not have to undergo dangerous and deadly journeys. This includes offering visas to refugees and not erecting border fences.

- Your country can allow refugees and migrants to enter without being arrested, detained or criminalized.
- Countries should fund and support search and rescue operations for the thousands of refugees and migrants crossing oceans in search of safety.
- If your country has the capacity, it can increase the number of refugees it accepts through the UN refugee agency’s resettlement programme.
- If your country accepts refugees for resettlement, it can ensure it is possible to bring their family members, who may be stuck in other countries.
- Countries should allow refugees and migrants freedom of movement. This is a particular concern where the state hosts large numbers: it should also ensure they have access to education and the right to work. All countries should ensure basic minimum standards are met regarding housing, food, water, sanitation, health and other rights for people on the move.
- If your country hosts a large number of migrant workers, it can work to safeguard their rights through ensuring their rights to identification papers, access to confidential health services and recourse if they are abused by their employers.
- Your country can increase contributions to UN humanitarian appeals for refugee crisis situations and publish annually the amount they commit and disburse so that they can be held accountable for their commitments.
- All countries can investigate and prosecute those who commit crimes against refugees and migrants and take action to combat discrimination and xenophobia.



Cardboard replicas of people’s number plates at a car rally to support refugees, Netherlands, 2016.

© Let’s bring them here

AMNESTY INTERNATIONAL'S I WELCOME CAMPAIGN

In 2016, Amnesty International conducted a survey of attitudes across the world towards refugees (the survey did not include migrants). It revealed that four out of five participants were ready to welcome refugees into their countries, communities and even their homes.

Amnesty International believes that one step towards solving the refugee crisis is to get more countries to resettle vulnerable refugees, open and expand other safe and legal routes and get more countries to contribute to UN appeals for funding.

The I Welcome campaign is now a movement of people who believe that what unites us is far more powerful than what divides us.

I Welcome campaign goal: To ensure refugees are protected and can enjoy their human rights through strengthened and meaningful global responsibility-sharing and international co-operation.

How this target can be achieved:

- Countries can help protect refugees through increased resettlement and other safe and legal routes. Resettlement can protect those refugees who are most vulnerable, for example, people who have been tortured, or women at continued risk of abuse
- Additional safe and legal routes are other “pathways” to safety that governments can open up, including (but not only) in emergency situations, such as the Syrian refugee crisis. For example, they can offer:
 - Family reunification (where refugees can join close relatives already living abroad).
 - Academic scholarships and study visas, allowing refugees to start or carry on studying.
 - Medical visas, to help someone with a serious condition get life-saving treatment.
 - Private sponsorship, involving private individuals or organizations funding and supporting refugees to settle in their communities.

The Campaign's core messages:

- We don't see refugees as a threat, but as people whose lives are under threat: people who need a safe place to start again and a chance to make a positive contribution.
- Solving the global refugee crisis starts with each and every one of us making one simple, personal commitment to help – simply by saying: “I welcome refugees”.
- Ignoring the biggest refugee crisis of our time will solve nothing and cause immense human suffering. By agreeing to share responsibility for protecting refugees, governments can show true leadership, invest in people's lives and futures and bring out the very best in us all.

How you can get involved in the Campaign:

1. Join a movement of people who welcome refugees: [amnesty.org/en/get-involved/i-welcome](https://www.amnesty.org/en/get-involved/i-welcome)
2. Show solidarity with refugees: organize events in collaboration with refugees in your country to raise awareness of the global refugee crisis and show how you welcome refugees.
3. Seek to generate public debate on the refugee crisis through public talks, film screenings and influencing the media.
4. Engage activists and others in Human Rights Education activities – such as those in this module.

Amnesty International resources used in this section

Amnesty International, *Tackling the global refugee crisis, from shirking to sharing responsibility*, 2016, (POL 40/4905/2016) [amnesty.org/en/documents/pol40/4905/2016/en/](https://www.amnesty.org/en/documents/pol40/4905/2016/en/)

Amnesty International's I Welcome Campaign: [amnesty.org/en/get-involved/i-welcome](https://www.amnesty.org/en/get-involved/i-welcome)

Read more Amnesty International resources

Americas

Mexico: Overlooked, under-protected: Mexico's deadly refoulement of central Americans seeking asylum, 2018, (AMR 41/7602/2018) [amnesty.org/en/documents/amr41/7602/2018/en/](https://www.amnesty.org/en/documents/amr41/7602/2018/en/)

Asia and the Pacific

Afghanistan: Forced back to danger: Asylum-seekers returned from Europe to Afghanistan, 2017, (ASA 11/6866/2017) [amnesty.org/en/documents/asa11/6866/2017/en/](https://www.amnesty.org/en/documents/asa11/6866/2017/en/)

Punishment not protection – Australia's treatment of refugees and asylum-seekers in Papua New Guinea, 2018, (ASA 34/7781/2018) [amnesty.org/en/documents/asa34/7781/2018/en/](https://www.amnesty.org/en/documents/asa34/7781/2018/en/)

Thailand: Between a rock and a hard place, 2017, (ASA 39/7031/2017) [amnesty.org/en/documents/asa39/7031/2017/en/](https://www.amnesty.org/en/documents/asa39/7031/2017/en/)

Europe and the Middle East and North Africa

Libya's dark web of collusion: Abuses against Europe-bound refugees and migrants, 2017, (MDE 19/7561/2017) [amnesty.org/en/documents/mde19/7561/2017/en/](https://www.amnesty.org/en/documents/mde19/7561/2017/en/)

Other resources

Advocacy in Action: A toolkit for NGOs and CBOs responding to HIV/AIDS arasa.info/files/7613/9056/2206/ARASA_Advocacy_Manual_French_Appendices_Part_B3.1.pdf

Afghan Community Centre: story available at <http://urban-refugees.org/afghan-community-center-leaders-in-action/>

Alex Assali's story available at: <http://interactive.aljazeera.com/aje/shorts/syrian-refugee-germany/>

Greek forum for Refugees: <http://refugees.gr/>

Young African Refugees for Integral Development yarid.org/index.php/about-yarid

ACTIVITY 5.1

PROBLEM TREE

LEARNING OUTCOMES

Participants will be able to:

- Identify and analyze problems related to migration and refugee communities.
- Examine the relations between causes and effects of a problem.
- Begin to identify ways to address a problem.

TIMING

2 hours

WHAT YOU NEED

- Flipchart paper
- Markers and pens
- Index cards or post-it notes
- Pieces of paper cut into the shape of leaves
- Sticky tape or other adhesive
- Photocopy of tree graphic (page 163)
- Blank wall that can be covered in sheets of paper

THIS ACTIVITY HAS FOUR STEPS

Step 1: Identifying problems (30 min)

Step 2: Analyzing problems (45 min)

Step 3: Identifying solutions (30 min)

Step 4: Taking action (15 min)

FACILITATION TIPS



- ☑ You can adjust the time for this activity according to your group size and needs. If you are working with a small group of participants you may decide to keep the activity in plenary. It is important to consider the time you have and how to guarantee that everyone can participate.
- ☑ The different steps in this activity are designed to help people identify, analyze and plan changes that they would like to see happen in their community and how they can contribute to making it happen.
- ☑ Each step can be done as a separate activity, but information gathered in each step should be kept and used in the following steps.
- ☑ Keep the solution tree leaves after the activity so you can refer back to them.
- ☑ It is important when participants are identifying which problems to analyze, to start with a simple and concrete problem that participants are familiar with. Once participants gain confidence with the different techniques you can explore more complex problems.
- ☑ If you have contact with refugee and migrant support organizations, reception centres or former refugee and migrant communities, it could be valuable to collaborate with them. Invite people to participate in some of the activities, speak and share their stories, socialize and network to strengthen support for the diversity of your community.

Adapted from: Tools Together Now! 100 participatory tools to mobilise communities for HIV/AIDS, www.aidsalliance.org

STEP 1: IDENTIFYING PROBLEMS (30 MIN)

Plenary

- Ask participants to write down or draw on separate cards all the different problems that refugees and migrants face in their communities – one issue per card or post-it.
- Ask participants to place the cards face up on the floor so that all the cards can be seen by all the participants.
- Now ask participants to sort the cards into different categories according to their own criteria about the issue being explored. It is important to allow participants to come up with their own categories. This may look very disorganized and slow at first, but trust they can do it.
- Discuss what the categories show. For example, what is in each category and why? Why did participants use these categories?
- Reflect with the participants how they would like to prioritize problems to work on (for example, by urgency, possibility of change, short-term, long-term).
- Keep the list of problems to be used in the following steps.

STEP 2: ANALYZING PROBLEMS – PROBLEM TREE (45 MIN)

Group work (25 min)

- Divide participants in small groups of four to six and give each group a piece of flipchart paper with a tree drawn on it (see diagram page 163).
- Ask each group to select one issue from the problems identified in the previous step to discuss – for example, “discrimination in employment” or “fear of different cultures”. Draw or write the problem in the trunk of the tree.
- Encourage the participants to discuss the immediate causes of the problem by asking “Why do you think this happens?” (For example, the immediate cause of the “assumption of terrorist connections” might be biased information in the media, or a lack of education about other cultures.)
- Draw or write each cause as the roots of the tree.
- For each of the immediate causes, encourage the participants to identify the underlying causes by repeating to ask the question “Why does this happen?” as another connected root, until all of the possible underlying causes have been identified.
- Encourage the participants to identify the immediate effects of the problem. Ask them What happens next? Draw or write each effect above as the branches of the tree.
- Follow the same process as before, this time until all of the possible effects have been identified. Keep asking: What happens after that?

Plenary (20 min)

- Depending on number of groups and time, you can ask each group to present their tree or you can put all the trees on a wall and have all the participants look at each tree before reflecting on the activity.
- Discuss what each diagram shows. For example,
 1. *How many causes and effects are there for one problem?*
 2. *Which are the most important?*
 3. *Which ones can we do something about?*
 4. *What could be done to address the causes of the problem and lessen the effects?*
- Ask participants if there are certain causes and/or effects that are the same for different problems.



STEP 3: IDENTIFYING SOLUTIONS:

SOLUTION TREE (30 MIN)

Plenary

- Select one of the problems the participants want to address.
- Put that problem tree on the wall.
- Cover another wall with paper and draw another large tree and title it “solution tree”.
- Now ask participants to consider the causes and effects that are identified on the problem tree and write solutions on the “leaf-shaped” pieces of paper and stick these on to the solution tree.
- Group together any solutions that are similar.
- Agree which solutions would be easy to do and those that would be more difficult to achieve.
- The solutions to the problems represent the change that young people want to see regarding treatment of refugee and migrant communities. These will be used in the following activity.

STEP 4: TAKE ACTION (15 MIN)

- Identify activities to raise awareness of the existing problems and possible solutions.
- Begin identifying whom participants would need to work together with to achieve their solutions (this will be discussed in the next activity).
- Check to see how the list of problems identified by the group relate to Amnesty International’s global I Welcome campaign, and how they might get involved.

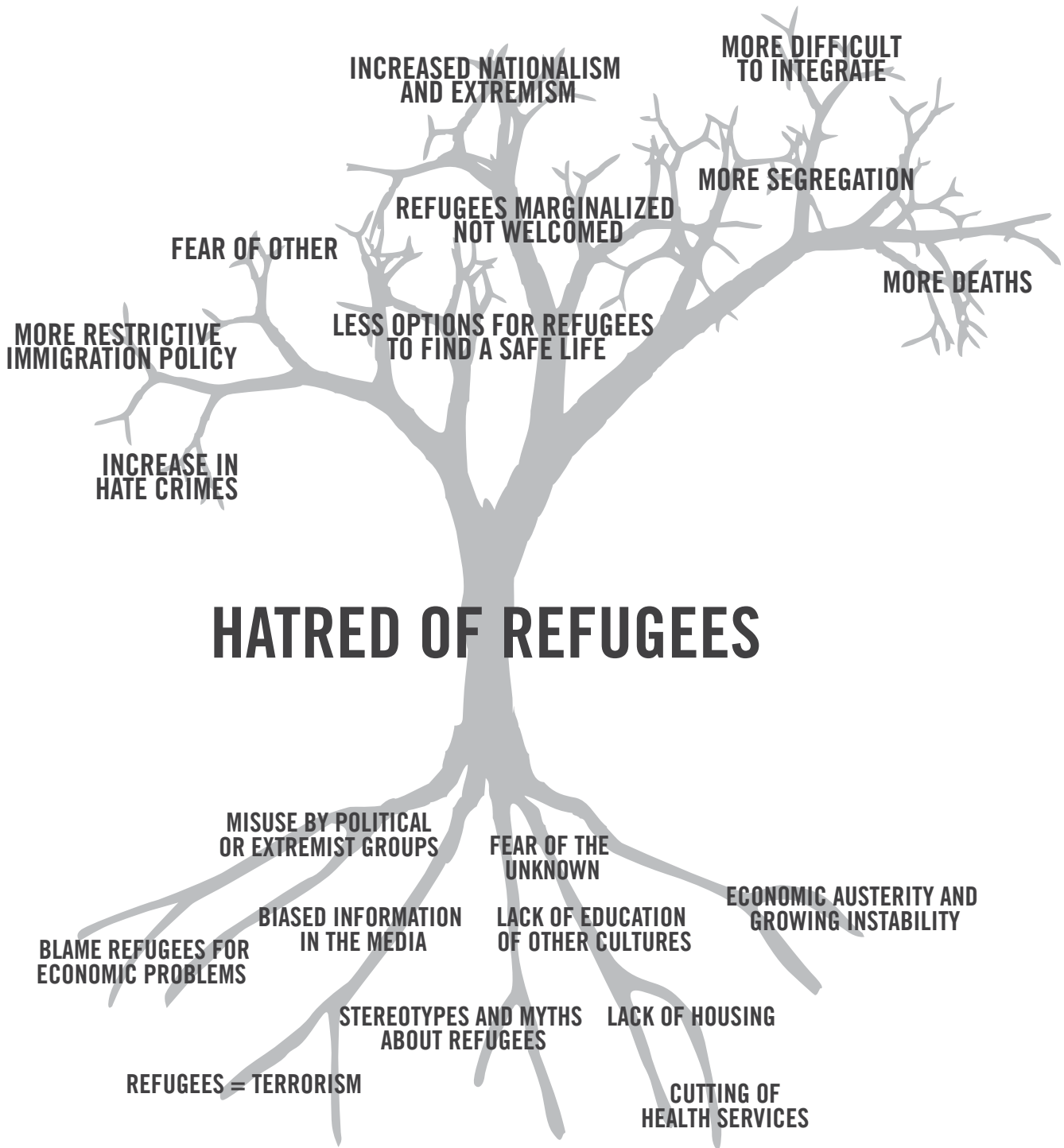


Amnesty International’s activists, refugees and local volunteers during the meeting “World Cafe” at Mosaik house on the Greek island of Lesbos, 2017.

© Giorgos Moutafis/Amnesty International

ILLUSTRATION OF A PROBLEM TREE

FOR USE IN ACTIVITY 5.1, STEP 1



Photocopy and distribute to participants.

ACTIVITY 5.2

INDIVIDUAL INFLUENCE MAP AND ACTION PLAN

LEARNING OUTCOMES

Participants will be able to:

- Identify actions that they can take to defend the rights of refugee and migrant communities.
- Identify sources of support and allies for taking action.
- Understand the planning steps required to create human rights change.

TIMING

2 hours 15 minutes

WHAT YOU NEED

- Flipchart paper
- Markers and pens
- Post-its in different colours, individual cards, or small pieces of paper
- String or masking tape
- Open space on the floor
- Different colours of paper
- Photocopies of action plan template for each participant or copy it on a flipchart for all to see (page 168-169)
- Solution Tree from Activity 5.1

THIS ACTIVITY HAS THREE STEPS

Step 1: Identifying actions (1 hour 15 min)

Step 2: Identifying allies (45 min)

Step 3: Take action (15 min)

FACILITATION TIPS



- ☑ You can adjust the time for this activity according to your group size and needs. Keep the list of allies developed in this activity to be used in other activities.
- ☑ This activity can also be used to discover the importance of working together as a team.
- ☑ If you have time and internet access you can watch this two-minute video about taking action [youtube.com/watch?v=Zld4FIU4Sp0](https://www.youtube.com/watch?v=Zld4FIU4Sp0) (2:00)
- ☑ If you have contact with refugee and migrant support organizations, reception centres or former refugee and migrant communities, it could be valuable to collaborate with them. Invite people to participate in some of the activities, speak and share their stories, socialize and network to strengthen support for the diversity of your community.

STEP 1: IDENTIFYING ACTIONS (1 HOUR 15 MIN)

Plenary (10 min)

- Explain to participants that the aim of this exercise is to help them brainstorm actions they can take in their communities. Put the solution trees developed in the previous activity up in the room. Have participants think back to some of the actions they've practised or discussed in previous activities.
- Ask participants to identify specific solutions or activities that they think have potential in their context. Are there particular solutions they feel confident about or drawn to?

Individual Work (20 min)

- Distribute individual flipcharts to participants. Ask them to draw two concentric circles on the page, and label the interior circle "Individual," the middle circle "Community," and the exterior "Government". Ask participants to brainstorm on their individual flipcharts actions that they

could take as an individual to improve the situation for refugees and migrants in their context. For example, they could put "speak up when I hear someone spreading misinformation about refugees" or "write a letter to a local newspaper or media outlet" in their individual circle.

- Ask participants to brainstorm ideas for actions they could take with support from their community to improve the situation for refugees and migrants in their context. For example, in their "community" circle they could write "organize a food drive" or "volunteer to translate signs in town centre".
- Ask participants to brainstorm ideas for actions they would want their government to take to support migrant and refugee populations. For example, their exterior "government" circle could include "enact employment protections for migrant workers" or "support refugees to resettle in communities".



Activists in Kenya taking part in Amnesty International's #TellNorway campaign which focused on the right to remain of 18-year-old Afghan refugee Taibeh Abbasi.
© Amnesty International

Small groups (20 min)

- Divide participants into small groups by having each participant work with two neighbours. Distribute post-its in two different colours, for example, green and red.
- Ask each group to compare the actions on their individual maps and discuss strategies for how they could make them happen.
- For each strategy, ask participants to identify resources and allies who could help them and write them on one colour post-it (green). Ask them to also identify opponents or barriers that they are likely to encounter and write them on the other colour of post-it (red).
- In their small groups, participants should discuss how they can recruit allies and overcome opposition. Have them add these strategies to their individual action maps.
- After filling in all three circles, participants should be able to trace a map of influence to show how they can create human rights change for refugees and migrants in their communities.

Plenary (25 min)

- Bring the participants back together and ask each small group to share some of the strategies they've developed, including what resources they have to draw on and what they think the barriers will be.
- After each group has shared, encourage them to reflect on questions, such as:
 1. *How could you put this strategy into practice?*
 2. *What tools are available to you?*
 3. *How would taking this action affect you as an individual, your community, and the refugee and migrant communities around you?*

STEP 2: IDENTIFYING ALLIES (45 MIN)

- Before beginning the step, mark out a large space on the ground or floor using tape or string. This is the "Lava pit". Explain to participants that this exercise will help them identify allies who can support them in challenging stigma and discrimination against refugees and migrants in their communities.

Group work (10 min)

- Divide participants into two groups. Give each group a set of coloured paper (a different colour per group).
- Ask both groups to brainstorm potential allies and partners in their communities who could help them. Each ally or partner should be written on a separate sheet of paper.
- Ask the groups to hand in the papers back to you.

"Lava pit" (15 min)

- Spread the two sets of allies out on the floor. The sheets of paper from both groups should be mixed up but remain within the marked-out space ("Lava pit").
- Explain to both groups that they have five minutes to collect all the allies they need to defend refugee and migrant rights in their community from the "Lava pit." There are some conditions:
 - ✓ Only one member of each group can be in the Lava Pit at a time.
 - ✓ They can only step on the "stones" (pieces of paper with allies written on them) and not on the lava (floor). If they step on the lava, they must return to the group and another person takes their turn.
 - ✓ Only one "stone" can be removed from the pit at a time.
 - ✓ The first group to collect all their allies safely wins.

Plenary (20 min)

- Discuss the “Lava pit” exercise together. Reflect with the participants and ask, for example:
 1. *How did you decide how to get the allies?*
 2. *How did it feel to work as a team?*
 3. *How did you decide who were your allies?*
 4. *Why do you think these allies are powerful?*

STEP 3: TAKE ACTION (15 MIN)

- Divide participants into two groups. Ask each group to brainstorm a goal or select one of the previous identified solutions for something they could do to promote the rights of refugees and migrant groups in their community. Ask them to consider:
 1. *What allies would they need to accomplish that goal?*
 2. *How could they work with their allies?*
 3. *Who would their opponents be?*
 4. *What would they need or have to do to lessen the effect of their opponents?*
- Ask participants what activities they could do to achieve this goal. Possible suggestions could include: holding public meetings, a theatre performance, creating poster campaigns on an issue relevant to their context, establishing a youth centre.
- Distribute the Action Plan Template (pages 168-169). Explain that the action plan is a tool to help them develop a strategy in more depth. Invite participants to fill out their action plan template and bring it back to share with the group in the next session.



Amnesty International organized a demonstration in Vienna, protesting against the EU and the Austrian government's handling of the refugee crisis, 2016.

© Amnesty International / Marla König

ACTION PLAN TEMPLATE

FOR USE IN ACTIVITY 5.2, STEP 3

<p>What is the issue you are focusing on?</p>	
<p>What specific problems will be addressed in this plan?</p>	
<p>Who is most affected by this issue? Why?</p>	
<p>What is the change you want to see happen? (for example, refugees in my community have more access to education without discrimination, or refugees feel more welcomed and supported.)</p>	
<p>What needs to happen to create this change? Think of a few small changes that will lead to achieving the big change. (For example, school policy against discrimination and hate speech)</p>	
<p>What activities can we do to influence these changes? Think about activities that are realistic and that you can tell if you have achieved them. (For example, school cross-cultural events and campaigns can reduce misconceptions about migrants among students and teachers)</p>	
<p>How will you know you have achieved change?</p>	
<p>What are the risks, challenges or barriers to achieving the changes you want to see happen?</p>	
<p>Who will be helpful to you in carrying out your plan?</p>	

For each activity, consider:

<p>What is your activity? Describe it in a sentence.</p>	
<p>When will your activity take place?</p>	
<p>Where will the activity take place?</p>	
<p>Who will be involved in your activity?</p>	
<p>What resources do you need? (Think people, equipment, money)</p>	
<p>How will you tell others about what you are doing?</p>	
<p>What are the challenges or barriers to the activity going well?</p>	

Photocopy, enlarge and put on the wall.

NOTES

FEEDBACK FORM

1. Information about the facilitator. What is your occupation?

- Teacher/educator
 Student/Young person
 Activist
 Volunteer
 Other (please specify)

Are you male or female ?

2. Where are you located?

City/town/village Country

3. Which module did you work with?

- Facilitation Manual
 Module 1: Poverty and human rights
 Module 2: Housing is a human right
 Module 3: Sexual and reproductive rights are human rights
 Module 4: Refugees' and migrants' rights are human rights

4. In which context did you use the module?

- School
 Youth Group or Club
 Other – please specify

5. Which age group did you use the module with?

- 11-13 years
 14-18 years
 19-24 years

Other – please specify

6. Approximately how many people participated in your session?

7. Did you find the module useful for your work? (Place an 'X' or Circle on the line)

1 – Not at all 5 – Very useful

1 2 3 4 5

9. a) What did you like most about the module?

- Content (subject matter)
- Structure (was it user-friendly, understandable, etc.)
- Methodology (activities, methods, techniques, etc.)
- Other

b) Please explain why you liked the aspect(s) you chose:

.....
.....

10. a) Please tick the box if you noticed during or after the workshop that participants:

- demonstrated increased knowledge of the content?
- changed their behaviour?
- were motivated to take further actions?

b) Please explain your answer below:

.....
.....

11. Would you use the module again with other groups? Yes No

12. Please share any ideas you have for improving the module:

.....
.....

13. Please add any other comments you may have:

.....
.....

Please send your completed form to your national Amnesty International office, or email a scanned copy to hreteam@amnesty.org

Thank you!

RESPECT MY RIGHTS, RESPECT MY DIGNITY

MODULE 4: REFUGEES' AND MIGRANTS' RIGHTS ARE HUMAN RIGHTS

Today, millions of people are on the move. Approximately 22.5 million refugees are displaced by violence, conflict and oppression, forced to leave behind everything they know in search of safety. An estimated 244 million people, or 3.3% of the world's population, live outside their country of origin in search of a decent life. Some of them moved to find new or more fruitful opportunities but most had no other option.

The myths and stereotypes about refugees and migrants affect national and international policies. We need to find a way to change attitudes at a personal, national and global level.

This module takes participants through stages of empathy, understanding, learning and action with activities to help embed the lessons at each stage. Not only will participants have a deeper knowledge of human rights and how they can help protect refugees and migrants, they will learn how to create more open and welcoming communities.

This module on refugees' and migrants' rights is the fourth in a series of human rights education modules. It is for anyone who wants to learn about human rights and how to act to uphold them.

'Saying "go back to your country" is the most thoughtless and selfish phrase that I keep hearing and it breaks my heart. As countries we need to provide support and not build fences. Refugees leave everything behind and all they carry with them is hope for a safe life.'

Joy Wathagi, Amnesty youth leader from Kenya

[amnesty.org](https://www.amnesty.org)

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