

Teacher Training Module – Migration and Asylum in Europe

Introduction

This Teacher Training Module will focus on different migration related topics. The aim of this module is to provide the participants with the opportunity to acquire knowledge about developments in European migration and asylum policy that can be directly applied to deal with potential challenges stemming from a diverse or heterogeneous class composition.

The module will be structured as follows. The first part (1) will consist of a warm-up/ice-breaking activity during which the participants get to know each other better and get a first broad overview of migration movements and related factors in the world. For this purpose the game “Refugee Chair” will be introduced to the participants which will be further explained below. Following this activity, an introductory seminar (2) to the topic of migration in Europe will be given to the participants by Paolo Ruspini. The lecture will include general information on migration related issues, stages of the European immigration history as well as specific aspects related to the integration of the migration field at the European Union (EU) level. After this introductory lecture, participants will be split up in different working groups. In the working groups participants will be asked to work on different aspects of migration such as the welfare state, living conditions of migrants in camps and the situation of migrants and asylum seekers during their journey and in the host society in the Mediterranean region. Various media such as newspaper articles, content from the internet, photos, maps and comic-strips will be used to facilitate the working and learning process.

15. Produkt: Modul Flüchtlings- und Migrationspolitik

502145-LLP-1-2009-1-DE-COMENIUS-CMP

Miracle – Migrants and Refugees – A Challenge for Learning in European Schools

1. Migration Group Warm-Up Phase

Method Name	Refugee Chair
Goals	<ol style="list-style-type: none"> 1. People are actively involved in the beginning (Ice-breaking effect!) 2. The focus is at the beginning on the political dimension of the problem <p>Doing this exercise, people can get a realistic view about poverty and wealth relations in the world. They will see that much more poor countries host refugees. A good introduction into the topic by dealing with common prejudices</p>
Target Group	<p>Students (beginning from the 6th grade, no age limit)</p> <p>Teachers, all kind of participants</p> <p>The exercise can be done in the same way with all target groups.</p> <p>But the discussions and additional information differ</p> <p>Age group 11-13: The discussion will start by asking for the names of the continents, ask what do they mean for a refugee etc., Do you know what is happening to refugees in your country. Continue with a personal story of a refugee.</p> <p>Age group 13-16: You can add the political questions: What do you know about the political debate on refugees, go into details of situation in selected countries,</p> <p>Adults: depending on the group interest: Continue with migration policy (national and international level)</p>
Time frame	30-45 minutes
Room needed	A big room with chairs (same number of chairs and participants)
Material	<ul style="list-style-type: none"> -Markers, -Big sheets of paper with drawings of the continents -Flip-Chart
Requirements	Statements and/or questions must be orientated towards the target group
Procedure	<p>Preparation:</p> <p>5 Big sheets of paper with the names (and maybe with the silhouettes) of North-America, South America, Africa, Europe, and Asia (Australia and Oceania belong to Asia in this activity)</p> <p>The continents will be spread out in the room according to their real geographic position.</p>

15. Produkt: Modul Flüchtlings- und Migrationspolitik
502145-LLP-1-2009-1-DE-COMENIUS-CMP

Miracle – Migrants and Refugees – A Challenge for Learning in European Schools

	<p>In the middle, there should be enough space for the participants.</p> <p>Part one: World Population:</p> <p>The number of participants represents the world population. The players spread out over the 5 spaces. The distribution happens by the way the people divide themselves.</p> <p>Afterwards the spread will be corrected by the real one, using the real numbers</p> <p>Part two: The global world income</p> <p>Now the chairs become important, they represent in total the global world income. For each participant there is one chair as a part of global income. The participants take the chairs and put it on the continents, all chairs have to be taken.</p> <p>The spread will again be corrected by the real numbers.</p> <p>Part three: Per capita income</p> <p>Now, as the world population and the world income are distributed throughout the continents the participants have to sit on the chairs of their continent in Asia people have to invent acrobatic positions in order to get on the chairs all together, while people in North America are going to have big problems if they have to sit on that overflow of chairs).</p> <p>Part four: Refugees</p> <p>All the participants become refugees have to spread themselves again over the five continents while the wealth (chairs) stays. After the correction part with the real numbers, part three can be repeated, the refugees have to sit on the richness.</p> <p>It will become evident: in each continent you have refugees, but the poorer countries of the south host most of the refugees.</p>
<p>Evaluation and feedback</p>	<p>Please note: The activity is not a knowledge test, but a general overview, you should mention that within the continents, there are big differences. The exercise is generalizing but illustrates the structure of disproportionateness in the world.</p> <p>It is useful to start after part three with a discussion about the following questions:</p> <p>Which number have you had in your mind and why?</p> <p>After the whole activity:</p>

15. Produkt: Modul Flüchtlings- und Migrationspolitik
502145-LLP-1-2009-1-DE-COMENIUS-CMP

Miracle – Migrants and Refugees – A Challenge for Learning in European Schools

	<p>What was the most surprising result? Why?</p> <p>What do you think about the disproportion between Flight, Population and Income?</p> <p>Any ideas for reasons?</p> <p>What could be done?</p> <p>For adults and older students:</p> <p>What do you think about actual policy concerning flight and migration in your country?</p> <p>What should be done?</p> <p>Further questions see: “Target group”</p>
Variations	<p>You can add the CO2 Emissions and symbolize it with balloons (each participant holds one balloon)</p>
Difficulties that may arise	<p>Confusion in the room, if there is not enough space. Participants should be able to have an overview of the spreading of people and chairs.</p>

It not important to have the most actual data, because in the activity (especially with less than 15 participants) you can see a rough overview, important is the relation, of course your data shouldn't be too old.

15. Produkt: Modul Flüchtlings- und Migrationspolitik

502145-LLP-1-2009-1-DE-COMENIUS-CMP

Miracle – Migrants and Refugees – A Challenge for Learning in European Schools

Population¹

2008	Numbers in Millions	%	Number of participants per continent																											
			10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35		
World total	6.707	100	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35		
Europe	730	10,88	1	1	1	1	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	4		
North America	337	5,03	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2		
Latin America	579	8,64	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3		
Africa	973	14,50	1	2	2	2	2	2	2	2	3	3	3	2	3	3	3	4	4	4	4	4	4	5	5	5	5	5		
Asia incl. Oceania	4.088	60,95	6	6	7	8	8	9	10	10	11	12	12	13	13	14	15	15	16	17	17	18	18	18	19	20	21	21		

¹ Source: U.S. Census Bureau, International Data Base (2008)

15. Produkt: Modul Flüchtlings- und Migrationspolitik

502145-LLP-1-2009-1-DE-COMENIUS-CMP

Miracle – Migrants and Refugees – A Challenge for Learning in European Schools

Gross national product²

2008	Milliards US-\$	%	Number of participants per continent																																		
			10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35									
World total	54.395,42	100	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35									
Europe	19.273,51	35,34	3	4	4	4	5	6	6	6	6	7	7	7	8	8	9	9	9	9	10	10	11	11	11	12	12	12									
North America	15.275,97	28,08	3	3	3	4	4	4	5	5	5	5	6	6	6	7	7	7	9	8	8	8	8	9	9	9	10	10									
Latin America	3.449,87	6,34	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2									
Africa	4.530,83	8,33	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3								

² Source: IMF, <http://www.imf.org/external/pubs/ft/weo/2008/01/weodata/index.aspx>

15. Produkt: Modul Flüchtlings- und Migrationspolitik

502145-LLP-1-2009-1-DE-COMENIUS-CMP

Miracle – Migrants and Refugees – A Challenge for Learning in European Schools

	0,57	4,71	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	
Africa	2,77	22,84	2	2	2	3	3	3	3	4	4	4	5	5	5	5	5	6	6	6	7	7	7	7	7	8	7	8
Asia incl. Oceania	6,41	52,81	5	6	6	6	7	8	8	9	9	10	10	11	12	12	13	13	14	15	15	16	16	16	17	17	18	18

Source: <http://www.unhcr.org/statistics/2007Global-Trends.zip>

15. Produkt: Modul Flüchtlings- und Migrationspolitik
502145-LLP-1-2009-1-DE-COMENIUS-CMP

Miracle – Migrants and Refugees – A Challenge for Learning in European Schools

2. Introductory lecture by Paolo Ruspini

Title: Migration in Europe

Aims and Objectives: Participants will be given an introductory lecture on trends and different migration typologies (e.g. regular and irregular, circular, transit and return migration) currently underway in Europe. Perceptions and reality of the current migration phenomena affecting the European continent will be stressed together with a brief assessment of the costs and benefits of migration and the impact of migration policies at local, national and international level.

After providing an overview of the different stages of the European immigration history, the discussion will focus on the interplay of the national and supranational level in the EU policy-making and the emerging European migration space being reshaped by the EU enlargement process(es). Even though the East-West differences are unquestionable, the evidence from historical experiences seems to indicate future European convergence in migratory phenomena. The lecture aims at demonstrating the need for ‘diversity of harmonisation’ of the EU immigration policy.

Structure: This introductory lecture to migration in Europe will revolve around four themes as follows: (1) Short *excursus* in the European immigration history since the Post-Second World War era; (2) Before and after Tampere (1999-): from the intergovernmental cooperation to the communitarisation of immigration policies; (3) Pre- and post-accession migration and the EU neighbourhood policies; (4) The quest for a common EU framework on immigrant integration. **Learning outcomes:** At the end, participants will have gained a basic understanding of European immigration and the interrelation between migratory flows and policies in Europe as well as the way European policy making and integration processes including globalization affect migration flows. The quest for a common European framework on immigrant integration will be shortly discussed and the need of a rights-based approach to migration supported.

Key words: migration flows and policies, Europe, European immigration history, EU immigration and asylum policy, immigrant integration, EU enlargement, neighbourhood policies, borders, human rights, inclusion and exclusion, immigrant integration,

Duration: ca. 1 hour (half an hour lecture, half an hour discussion)

Literature:

Suitable preparatory readings on “international migration” include:

15. Produkt: Modul Flüchtlings- und Migrationspolitik
502145-LLP-1-2009-1-DE-COMENIUS-CMP

Miracle – Migrants and Refugees – A Challenge for Learning in European Schools

Koser, K. (2007) *International Migration: A Very Short Introduction*, Oxford: Oxford University Press, 140 p.

- § This small-format book aims at providing insights into the current dimension and changing dynamics of international migration. Through selective readings, the participants will be able to distinguish between different migrant categories; to identify causes and consequences of international migration and related subfields of study (migration and globalisation, migration and development, irregular migration, etc.); to understand the meaning of statistics in international migration; and at last to become familiar with notions of immigrant integration, citizenship as well as the growing role of diaspora and transnational communities. Key questions include: why people migrate? what is the role of transnational migration networks in the migratory process? who is a return migrant? what does immigrant integration mean?

Key readings on “migration in Europe” and the “EU immigration policy” for the lecture are as follows:

Castels, S., Miller, M. (2009) “Migration to Europe, North America and Oceania since 1945”, in S. Castles, M. Miller, *The Age of Migration. International Population Movements in the Modern World*, Basingstoke: Palgrave-Macmillan, 4th Edition, pp. 96-123.

- § This chapter aims at providing an overview of the post-war migration into the western societies since the 1950s characterised by the economic reconstruction needs and structured by the development of the European economy that generated demand for migrant workers. Key questions include: who is a “guest worker”? which factors have seemingly exhausted the “guest worker” model at one point in time? what characterises the “third wave” of migration to Europe?

Geddes, A. (2003) “The Politics of Migration in an Integrating Europe”, in A. Geddes, *The Politics of Migration and Immigration in Europe*, London: SAGE Publications, pp. 126-148.

- § The chapter encompasses the developments in setting up a common EU immigration and asylum policy; it differentiates between “immigration” and “immigrant” policies; and it highlights the importance of the EU migrant inclusion agenda. Key questions include: why have European countries moved into the ‘communitarisation of migration’ and the ‘supranational integration’ areas? why antidiscrimination legislation and not citizenship rights for third country nationals?

The following profile on the European Union can be read in alternative to the above Geddes (2003) chapter: Lavenex, S. (2009) “European Union”, *Focus Migration*, Country Profile No. 17, March 2009, Hamburg: Hamburg Institute of International Economics, 10 p.

At: http://www.focus-migration.de/European_Union.6003.0.html?&L=1

15. Produkt: Modul Flüchtlings- und Migrationspolitik
502145-LLP-1-2009-1-DE-COMENIUS-CMP

Miracle – Migrants and Refugees – A Challenge for Learning in European Schools

Various media contents will be integrated during the introductory lecture such as the comic strip below entitled "Looking backward".



Other maps, pictures, posters and videos will also be used to exemplify the living conditions (and legal situation) of migrants and asylum seekers (i.e. at the external borders of the EU), migrants of the second and third generation in different European countries, etc.

Examples of materials that will be used during the introductory lecture include:

Videos:

- § "Where Europe Ends" - on European borders, inclusion and exclusion:
<http://www.whereuropeends.eu/trailer.html>
- § "The Life of Chinese Merchants in Moscow" - irregular Chinese migration to Russia:
<http://blogs.wsj.com/chinarealtime/2010/02/09/video-the-life-of-chinese-merchants-in-moscow/>
- § "Northern Souls - migrants perception on Italy's North" - integration and its meaning:
<http://www.youtube.com/user/SSIIMunescoChair#p/u/4/BBeCoT9D9m8>

Sequences from the following films may be also presented:

15. Produkt: Modul Flüchtlings- und Migrationspolitik
502145-LLP-1-2009-1-DE-COMENIUS-CMP

Miracle – Migrants and Refugees – A Challenge for Learning in European Schools

- § It's a Free World... (2007). Director: Ken Loach.
- § Waiting for Happiness (Heremakono, 2002) (in French). Director: Abderrahmane Sissako.
- § Welcome (2009). Director: Philippe Lioret.

Other learning companions:

This section includes a brief selection of general reference tools for sharpening one's knowledge on migration related issues.

- *Focus Migration* is an information service that offers up-to-date figures, data and analysis on immigration, migration, asylum and integration issues. The service consists of three core products: country profiles, policy briefs, etc. At: <http://www.focus-migration.de/index.php?id=4&L=1>
- The *Migration Information Source* provides fresh thought, authoritative data from numerous global organizations and governments, and global analysis of international migration and refugee trends. At: <http://www.migrationinformation.org/>
- *Migration News* – University California Davies – Migration News summarizes and analyzes the most important immigration and integration developments of the preceding quarter. Topics are grouped by region: North America, Europe, Asia and Other. At: <http://migration.ucdavis.edu/mn/>

Migration Atlases

- King, R. (2007) *Atlas of Human Migration*, Richmond Hills - ON, Canada: Firefly Books.

Migration Glossaries

- EMN – European Migration Network (2010) *Asylum and Migration Glossary. A tool for better comparability*, Brussels: EC DG-JLS/EMN.
At:
http://www.emn.fi/files/179/EMN_GLOSSARY_Publication_Version_January_2010.pdf
- IOM – International Organization for Migration (2004) *Glossary on Migration*, International Migration Law, Geneva: IOM.
At:
http://www.iom.int/jahia/webdav/site/myjahiasite/shared/shared/mainsite/published_docs/serial_publications/Glossary_eng.pdf

15. Produkt: Modul Flüchtlings- und Migrationspolitik
502145-LLP-1-2009-1-DE-COMENIUS-CMP

Miracle – Migrants and Refugees – A Challenge for Learning in European Schools

3. Working Groups

Working Group 1: Migration and Welfare States

PART 1: Introduction

The impact of immigration on welfare states in Europe has been the subject of many heated debates. Recognition of members of different nationalities and ethnicities has been questioned on the grounds of weakening the solidarity between fellow citizens, making them unwilling to redistribute their incomes. In this part of the module, teachers will become familiar with the concept of welfare. When and why were European welfare states formed and how did they develop through time? What challenges are welfare regimes facing in the future (with special focus on the issue of ageing)?

Literature: Legrain, Phillipe. 2006. Immigrants. Your country needs them. Princeton University Press. Princeton and Oxford. Chapter 7: Snouts in Our Trough? Are immigrants a burden on the welfare state? Pp. 144-160

PART 2: Group work.

Participants draw papers with numbers (1 and 2) or different coloured candies or whatever is at hand. They get divided into two groups. One group is asked to defend the argument that welfare states are being undermined by immigration and recognition of different nationalities and ethnicities. They are asked to come up with as many arguments they can to support the statement. The second group is asked to provide arguments that immigration and recognition do not pose a threat to the provision of welfare. They present their arguments to each other.

Part 3: Conclusion

Statistical data is provided, showing that there is currently no trade-off between redistribution and recognition. But the question remains whether public opinion and media discourse against immigration can overshadow the statistical data and academic research to the extent of becoming a self-fulfilling prophecy.

Online source: http://www-cpr.maxwell.syr.edu/seminar/fall03/banting_kymlicka3.pdf

AIMS: Participants will become familiar with the concept of welfare in European states and will gain basic knowledge on the development of welfare provision in the past few decades. They will discuss the concept of solidarity in the framework of contemporary welfare states and immigration. Through group work they will grasp the complexity of the problematic, as they will be encouraged to look at the issue through different lenses.

DURATION: ca. 1 hour

This project has been funded with the support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

15. Produkt: Modul Flüchtlings- und Migrationspolitik
502145-LLP-1-2009-1-DE-COMENIUS-CMP

Miracle – Migrants and Refugees – A Challenge for Learning in European Schools

WORKING GROUP 2: Migration and Integration

Part 1: Introduction

Short video clip that shows the importance of integration from a changed perspective:

<http://www.youtube.com/watch?v=SDLbHlc8xEA>

Explaining the concepts of integration, assimilation and multiculturalism. Focus on the importance of successful integration of immigrants and their family members into the society of immigration. Participants get familiar with the concept of integration of migrants into the majority society. They are presented the *Migrant Integration Policy Index* (MIPEX), which evaluates and compares what governments are doing to promote the integration of migrants in EU member states and several other countries.³

A short introduction will be given about how schools can facilitate and encourage integration of immigrant children in the school environment, subsequently contributing to the integration into the wider society.⁴

Part 2: Group work

- a) Discussion: The role of teachers in facilitating integration of immigrant children into the school environment. Exchanging good practices, suggestions, ideas.
- b) Taking into consideration six policy areas (labour market access, family reunion, long-term residence, political participation, access to nationality and anti-discrimination), which shape a migrant's journey to full citizenship, participants form groups according to their nationality, and present the situation in their own countries.
OPTIONAL!!
- c) Discussing controversies of integration and multiculturalism.

³ Source: <http://www.integrationindex.eu/>

⁴ Source: NCCA. Intercultural Education in the Primary School. Enabling children to respect and celebrate diversity, to promote equality and to challenge unfair discrimination:
<http://www.ncca.ie/uploadedfiles/publications/intercultural.pdf>

15. Produkt: Modul Flüchtlings- und Migrationspolitik
502145-LLP-1-2009-1-DE-COMENIUS-CMP

Miracle – Migrants and Refugees – A Challenge for Learning in European Schools

Article: France sends Roma gypsies back to Romania,
<http://www.bbc.co.uk/news/world-europe-11020429>

Article: European court confirms headscarf ban in school no violation to rights
<http://www.hurriyet.com.tr/english/world/10507420.asp>

AIMS: Participants will familiarise themselves with the concept of integration, ways of measuring levels of integration, and discuss integration of children in the school environment. They will exchange their views on the inclusion of immigrants in their own countries and share experiences on dealing with multicultural dynamics in their classrooms.

MATERIAL: Access to the internet (youtube, newspaper articles)

DURATION: 90 mins

15. Produkt: Modul Flüchtlings- und Migrationspolitik
502145-LLP-1-2009-1-DE-COMENIUS-CMP

Miracle – Migrants and Refugees – A Challenge for Learning in European Schools

Working Group 3: Camps for refugees/“illegal“ migrants in Northern Africa and Europe and their living situation in the host societies

The aim of the working group is that participants get an insight in the European camp system as a way to control asylum and contrast irregular migration at national and European level.

Posters with texts will be used to illustrate the living situations of migrants and refugees⁵ in camps and in their host societies throughout Europe. The working group will particularly focus on two different aspects.

PART 1: People who are/were in a camp report on their experiences and the conditions in their host societies including the different attitudes and resentments migrants experience in host societies

PART 2: The point of view of the EU and some of its member states will be shown and discussed (e.g. why camps are necessary from their perspective)

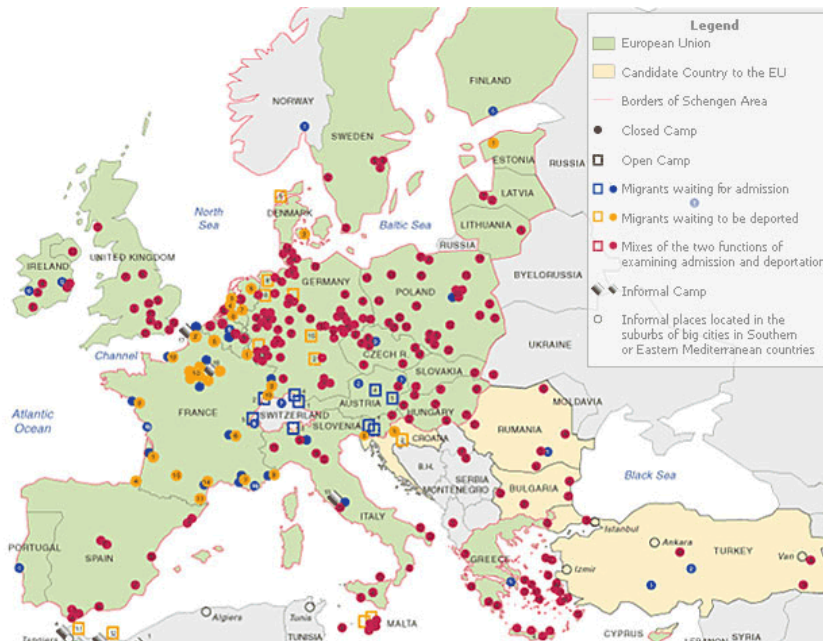
DURATION: 90 mins

MATERIAL: Photos, various texts and newspaper articles. Starting point in both poster-text-series is the following map and the quote below:

⁵ here the distinction between so called “irregular migrants” and failed asylum seekers will be explained

15. Produkt: Modul Flüchtlings- und Migrationspolitik
 502145-LLP-1-2009-1-DE-COMENIUS-CMP

Miracle – Migrants and Refugees – A Challenge for Learning in European Schools



Detention camps in Europe, 2005, Source: migreup

The [undocumented] person, without right to residence and without the right to work, had of course constantly to transgress the law. He was liable to jail sentences without ever committing a crime ... Since he was the anomaly for which the general law did not provide, it was better for him to become an anomaly for which it did provide, that of the criminal. Hannah Arendt, 1951

Examples of pictures and texts to be used

Camps where people stay and wait for their deportation back to their countries of origin.

15. Produkt: Modul Flüchtlings- und Migrationspolitik
502145-LLP-1-2009-1-DE-COMENIUS-CMP

Miracle – Migrants and Refugees – A Challenge for Learning in European Schools



Container camp in Fürth, Bavaria, Germany



Hal Far detention facility, Malta – Source: Times of Malta (2009)

15. Produkt: Modul Flüchtlings- und Migrationspolitik
502145-LLP-1-2009-1-DE-COMENIUS-CMP

Miracle – Migrants and Refugees – A Challenge for Learning in European Schools



Source: TBC



Detention Centre, Malta, Source: Times of Malta

15. Produkt: Modul Flüchtlings- und Migrationspolitik
502145-LLP-1-2009-1-DE-COMENIUS-CMP

Miracle – Migrants and Refugees – A Challenge for Learning in European Schools



Container Camp in Motardstraße, Berlin, Germany (located in an industrial area)



This project has been funded with the support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

15. Produkt: Modul Flüchtlings- und Migrationspolitik
502145-LLP-1-2009-1-DE-COMENIUS-CMP

Miracle – Migrants and Refugees – A Challenge for Learning in European Schools

Ahmad (left) and part of his family – Integration Centre VITA, Odessa, Ukraine (September 2010) –
Photo: Paolo Ruspini

Fears of forced returns to Eritrea



Eritrean asylum-seekers on trial for "illegal" entry to Egypt before their forcible return to Eritrea, Daraw misdemeanours court, north of Aswan, 13 April 2008.

Detained asylum-seekers in Egypt and Libya fear being forced back to Eritrea and to an uncertain fate which could include torture and other serious human rights violations.

Hundreds of Eritrean asylum-seekers in Egypt now fear forcible return to Eritrea after Egypt carried out a mass expulsion of 1,200 Eritrean nationals in June 2008. Thousands of Eritrean nationals, among them asylum-seekers, are being detained in Libya and are at risk of being forcibly returned to their country. There is real concern that once they are returned they could be detained on arrival, tortured as punishment for "betraying" their country or for fleeing military service, and held incommunicado indefinitely without charge or trial.

Between 12 and 19 June 2008, Egypt forcibly returned up to 1,200 Eritrean asylum-seekers to Eritrea after they had been detained for weeks or months in different locations around Egypt. With no access to representatives of the UN High Commissioner for Refugees (UNHCR) in Egypt and with absolute disregard for Egypt's

international obligations, the Egyptian authorities forcibly flew the asylum-seekers back on specially chartered EgyptAir flights to Eritrea. Reports from Eritrea indicate that most of the men who were returned and some of the single women have been detained in military training camps in the remote area of Wia. Pregnant women and those with children are believed to have been released after some weeks in detention.

Following appeals from Amnesty International and others to stop all forcible returns, Egypt announced on 15 June that the UNHCR in Egypt would be granted access to all asylum-seekers. However, the UNHCR was allowed only to visit 179 Eritreans and Ethiopians detained at the Shallal Central security forces camp in Aswan, south of Egypt. Their applications for refugee status are currently being considered by the Egyptian authorities.

To the west of the border, in Libya, some 700 Eritrean nationals who had fled Eritrea to seek asylum abroad are being held in a detention centre in Mistarah, about 200km east of Tripoli. Amnesty International has received reports suggesting that on 21 June Libyan authorities took preparatory steps to forcibly return to Eritrea some 230 of the Eritrean detainees.

Although it seems that no detainees have been deported from the Mistarah detention centre to date, some fear that it is only a matter of time. The UNHCR has no formal presence in Libya but the Libyan authorities do in fact permit the UNHCR office in Tripoli to visit Mistarah regularly and provide medical and food assistance. However, some reports suggest that the detainees, which include approximately 30 children, are held in inhumane conditions.

For further information see *Egypt: Amnesty International calls for President to stop flights to possible torture in Eritrea* (MDE 12/014/2008) and *Libya: Amnesty International warns against deportation of Eritreans* (MDE 19/007/2008).

Source: Amnesty International (2008): *The Wire*, September 2008 VOL 38 NO.8

This project has been funded with the support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

15. Produkt: Modul Flüchtlings- und Migrationspolitik
502145-LLP-1-2009-1-DE-COMENIUS-CMP

Miracle – Migrants and Refugees – A Challenge for Learning in European Schools

15. Produkt: Modul Flüchtlings- und Migrationspolitik
502145-LLP-1-2009-1-DE-COMENIUS-CMP

Miracle – Migrants and Refugees – A Challenge for Learning in European Schools

Experiences of asylum seekers/migrants in the host societies

"I arrived in Malta in 2004 and got out of detention a year later. As soon as I got out of detention I began to look for work to have enough money to survive and to send some money back to Sudan. I used to go near the Marsa Open Centre early in the morning waiting for some employer to pick me up. I was offered a job in construction for 25euros per day. Although I knew that this was not a fair wage, I accepted, hoping that in time I would find a better job. I started working daily at the construction site and after one week I asked for my payment, but was told that I will get paid at the end of the month. A month passed but the employer never gave me the money. I was then told by the employer that he could not pay me for that month as the company was 'short of money'. I protested, only to be physically threatened and told to never show up for work again.

I've been living in Malta for the past 4 years. Now I have a job with a Maltese tile layer, I've been working for him for the last 3 years and a half. Apart from being a stable job, the relationship with my employer is really good, he is like my father in Malta. His family are like my family, I eat with them nearly everyday.

Saleh's employer admits that before he got to know him his attitude and feelings towards African immigrants was very different, but it slowly changed through his encounter with Saleh."

- SALEH, AGE 24 SUDAN -

Source: Jesuit Refugee Service

This project has been funded with the support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

15. Produkt: Modul Flüchtlings- und Migrationspolitik
502145-LLP-1-2009-1-DE-COMENIUS-CMP

Miracle – Migrants and Refugees – A Challenge for Learning in European Schools

Undoubtedly, the common image of boats packed with immigrants landing on Maltese shores stirred strong feelings in many people. The perception that Malta was receiving an 'overwhelming' amount of immigrants was further exacerbated by the policy of detention. From 2002 onwards people increasingly began to see the images of thousands of angry Africans locked inside army compounds, often after protests by the asylum-seekers detained in these closed centres. Furthermore, having two locations, Marsa and Hal Far, hosting two big open centres where thousands of immigrants were placed after their release from detention, made the presence of the migrants even more noticeable. This does not in any way mean that everyone began to dislike the migrants or that everyone started mistreating black persons. However, the general feeling of fear towards African immigrants that was created on the island did have a strong effect on the life of these immigrants living in Malta.

Source: Jesuit Refugee Service

15. Produkt: Modul Flüchtlings- und Migrationspolitik
502145-LLP-1-2009-1-DE-COMENIUS-CMP

Miracle – Migrants and Refugees – A Challenge for Learning in European Schools

"I had just had my dinner at the al Far Open Centre, when my friend and I decided to go out on our bicycles around the area.

Around 10pm a car approached us while we were riding the bicycles. It sped ahead of us and stopped. Three big, young men came out of it. I could see that they had iron-rods in their hands and were coming towards us. I realised that they were going to harm us with the shock my body could not move. My friend left the bicycle on the pavement and managed to escape. He went running to the Open Centre to ask for help.

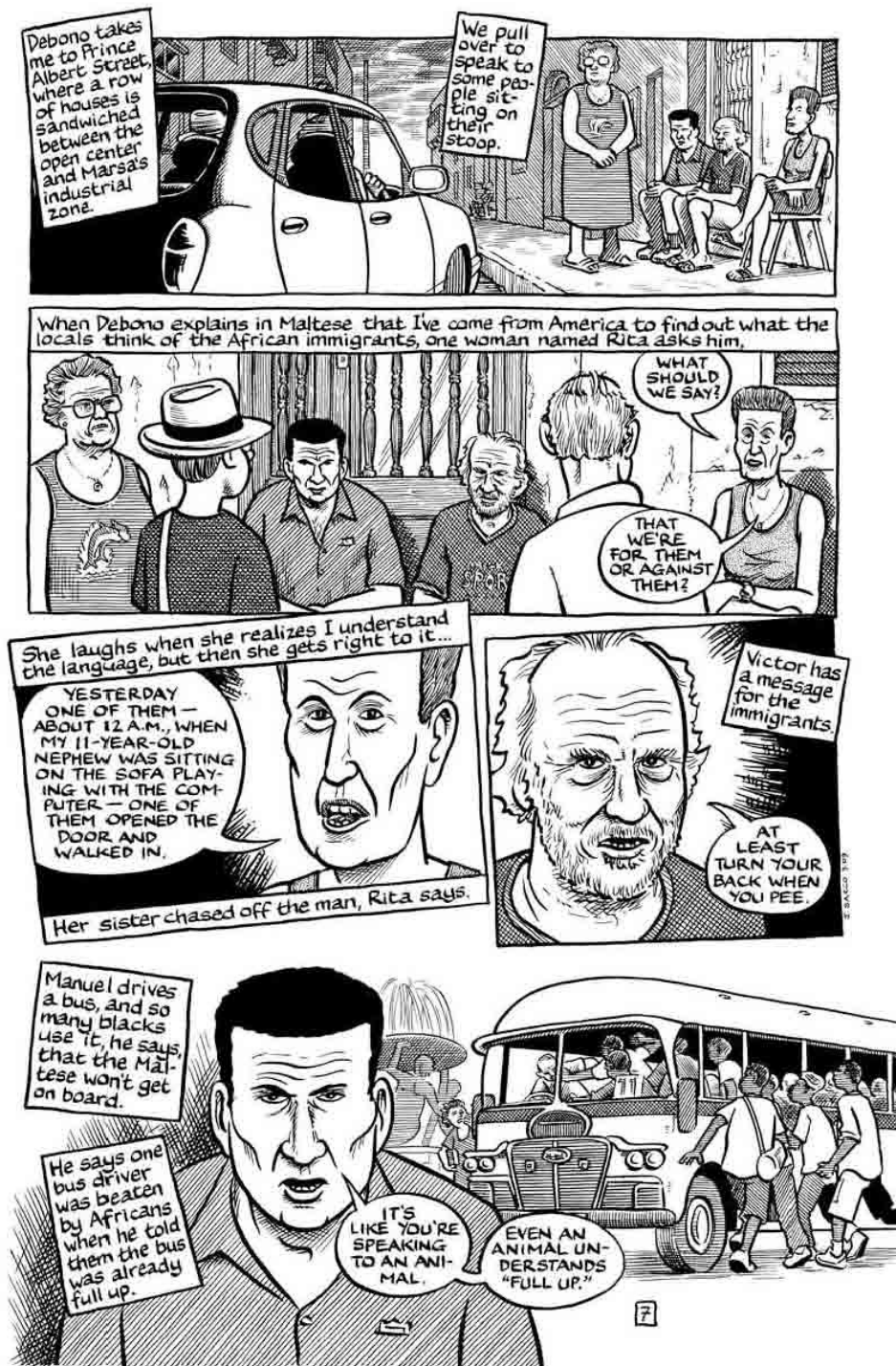
Then one of these three men hit me hard at the back of my head. I immediately fell on the ground. They continued beating me and insulting me in Maltese, till I lost my senses. The first persons who helped me told me that I was found unconscious in the middle of the road, meaning that these aggressors had moved my body from the pavement to the road after loosing consciousness. I am still afraid after this incident. They were really evil persons. I did not know them, I never harmed them. When I saw them coming I could not explain why they had so much hatred in their eyes."

- THE EXPERIENCE OF ABDIFATAH, AN IMMIGRANT FROM SOMALIA WHO WAS HOSPITALISED AFTER A RACIST BEATING NEAR THE HAL FAR OPEN CENTRE-

Source: Jesuit Refugee Service

15. Produkt: Modul Flüchtlings- und Migrationspolitik
 502145-LLP-1-2009-1-DE-COMENIUS-CMP

Miracle – Migrants and Refugees – A Challenge for Learning in European Schools



Source: The-Unwanted-By-Joe-Sacco

15. Produkt: Modul Flüchtlings- und Migrationspolitik
502145-LLP-1-2009-1-DE-COMENIUS-CMP

Miracle – Migrants and Refugees – A Challenge for Learning in European Schools

**EU perspective on immigration control: Some text extracts could be used from the book
“Crimes of Arrival” (double click on page below)**

15. Produkt: Modul Flüchtlings- und Migrationspolitik
502145-LLP-1-2009-1-DE-COMENIUS-CMP

Miracle – Migrants and Refugees – A Challenge for Learning in European Schools



Crimes of arrival: immigrants and asylum-seekers in the new Europe

Frances Webber

Written by Frances Webber a barrister specialising in immigration cases it looks the treatment of asylum seekers across the European Union.

This is the text of a talk at the 23rd Conference of the European Group on Deviancy and Social Control held in Crossmaglen, Northern Ireland on 1-4 September 1995. One of the purposes of the talk was to show that there are many alternative sources of information to what appears in the media.

It was first published by Statewatch in 1996 and reprinted in 2000.

A Statewatch publication

15. Produkt: Modul Flüchtlings- und Migrationspolitik

502145-LLP-1-2009-1-DE-COMENIUS-CMP

Miracle – Migrants and Refugees – A Challenge for Learning in European Schools

Further references for the whole training module include:

Andrjasevic, R. (2006) “How to Balance Rights and Responsibilities on Asylum at the EU’s Southern Border of Italy and Lybia”, Working Paper No. 27, Oxford: COMPAS University of Oxford. Available at: <http://oro.open.ac.uk/12652/1/COMPASWP.pdf>

Baldwin-Edwards, M., Kraler, A. (2009) (eds.) *REGINE: Regularisations in Europe*, Pallas Publications, Amsterdam: European Commission and Amsterdam University Press. Available at: <http://dare.uva.nl/document/154968>

Bloch, A., Sigona, N., Zetter, R. (2009) ‘*No Right to Dream*’. *The social and economic lives of young undocumented migrants in Britain*, London: Paul Hamlyn Foundation. Available at: <http://www.staff.city.ac.uk/yum/documents/Young%20Undocumented%20Migrants%20report.pdf>

Crul, M., Vermeulen, H. (2003) “The Second Generation in Europe”, *International Migration Review*, Volume 37, Number 4 (Winter 2003): pp. 965:986. Available at: http://www.tiesproject.eu/component/option,com_docman/task,cat_view/gid,40/Itemid,142/

de Haas, H. (2008) “The Myth of Invasion. The inconvenient realities of African migration to Europe”, *Third World Quarterly* 2008 29(7): 1305-1322. Available at: <http://www.heindehaas.com/>.

Entzinger, H., Fermin, A., Kjellstrand, S. (2005) *Study on Immigration, Integration and Social Cohesion*, Final Report by Focus Consultancy Ltd. and Erasmus University Rotterdam, Faculty of Social Sciences, Brussels: European Commission, DG Employment and Social Affairs. Available at: http://igitur-archive.library.uu.nl/fss/2007-0227-200324/fermin_05_study_on_immigration.pdf

Faist, T., Ette, A. (2007) *The Europeanization of National Policies and Politics of Immigration. Between Autonomy and the European Union*, Basingstoke: Palgrave-Macmillan.

Górny, A., Ruspini, P. (2004) *Migration in the New Europe: East-West Revisited*, Basingstoke: Palgrave-Macmillan.

Heckmann, F., Schnapper, D. (2003) (eds.) *The Integration of Immigrants in European Societies. National Differences and Trends of Convergence*, Stuttgart: Lucius&Lucius.

Heinrich-Böll Stiftung (2009) *Border Politics – Migration in the Mediterranean*, Dossier. Available at: www.migration-boell.de

Jacobs, D., Rea, A. (2007) “The End of National Models? Integration Courses and Citizenship Trajectories in Europe”, *International Journal on Multicultural Societies (IJMS)*, Vol. 9, No. 2, pp. 264-283.

15. Produkt: Modul Flüchtlings- und Migrationspolitik
502145-LLP-1-2009-1-DE-COMENIUS-CMP

Miracle – Migrants and Refugees – A Challenge for Learning in European Schools

Medicins sans Frontieres (2010) *Over the Wall – A tour of Italy’s migrant centers*, Second Médecins Sans Frontières Report on the Centres migrants: CIE, CARA and CDA. Available at: http://www.msf.org/source/countries/europe/italy/2010/wall_report.pdf

PICUM – Platform for International Cooperation on Undocumented Migrants (2008) *Undocumented Children in Europe: Invisible Victims of Immigration Restrictions*, Brussels: PICUM. Available at: <http://www.picum.org/sites/default/files/data/Undocumented%20Children%20in%20Europe%20EN.pdf>

Reynolds, S., Muggeridge, H. (2008) *Remote Controls: how UK border control are endangering the lives of refugees*, Report, London: Refugee Council. Available at: <http://www.refugeecouncil.org.uk/Resources/Refugee%20Council/downloads/researchreports/Remote%20Controls.pdf>

Ruspini, P. (2005) “Migration and the New Eastern Borders”, Selected References for the Migration Online project of the Multicultural Center Prague. Available at: http://aa.ecn.cz/img_upload/79a33131c9c4293e0fcef50bfa263ef/Migration_and_the_New_E_U_Eastern_Borders_References_Paolo_Ruspini.pdf

Ruspini, P. (2008) “The Post-Enlargement Migration Space”, in C. Bonifazi, M. Okólski, J. Schoorl, P. Simon (eds) *International Migration in Europe: New Trends, New Methods of Analysis*, IMISCOE Research, Amsterdam: Amsterdam University Press, pp. 179-196