



2017-2020

Erasmus+ An Experience With and For Refugees



2017-1-PT01-KA219-035798



Erasmus+

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This book "Erasmus+ An Experience With and for Refugees" intend to be the presentation of the main activities and tasks of the Erasmus+ project 2017-1-PT01-KA219-035798.

Partners from Portugal, Spain, Italy, Greece, Germany and Hungary worked together, from 2017 to 2020, learning about Refugees topic (geography, economy, history, humanitarian crises, NGO's roles), understanding the political position of each national government, european and international politics concerning this subject and developing awareness, tolerance and solidarity on the communities.

We hope that this book will have a big impact at local, regional, national and international impact because it will spread the results about the changes of perceptions about refugees in six European countries.



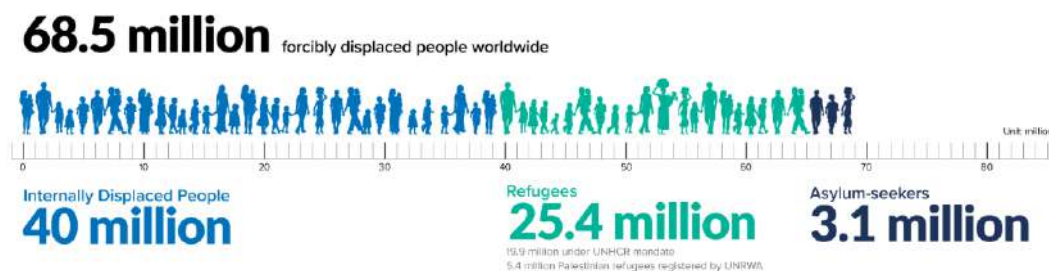
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1. SUMMARY

Millions of children are fleeing their homes because of conflict and instability in their home countries, such as Syria or Iraq. They are alone or with their families, looking for a safe place and a better life (Europe). Being the most vulnerable, they are affected in a dramatic way: more than 1,500 children have drowned in the Mediterranean Sea and some 10,000 unaccompanied children are missing within our borders (UNICEF). No matter where they are or where they come from, all children have the same rights and need our protection. The current crisis of refugees (2017) and migrants in the European Union (EU) is an unprecedented crisis since World War: more than 1.3 million people have crossed the Mediterranean Sea since early 2015.



An estimated 362,000 refugees and migrants risked their lives crossing the Mediterranean Sea in 2016, with 181,400 people arriving in Italy and 173,450 in Greece. In the first half of 2017, over 105,000 refugees and migrants entered Europe.

This movement towards Europe continues to take a devastating toll on human life. Since the beginning of 2017, over 2,700 people are believed to have died or gone missing while crossing the Mediterranean Sea to reach Europe, with reports of many others perishing en route. These risks do not end once in Europe. Those moving onwards irregularly have reported numerous types of abuse, including being pushed back across borders.

44,400 people
a day forced to flee their homes because of
conflict and persecution

We live in one Europe of humanitarian values and solidarity and we need to develop and improve soft skills needed on the future of our students.

With so many lives at risk, rescue-at-sea operations undertaken by all actors must remain a priority.

Despite some progress in increasing the number of safe pathways to Europe, these opportunities are far too few to offer a feasible alternative to risky irregular journeys for people in need of protection. Further efforts are needed to increase access to existing legal pathways, including family reunification. UNHCR also calls for European and other countries to offer an additional 40,000 resettlement places, which will complement already existing commitments, to be made available for refugees located in 15 priority countries along the Central Mediterranean route.

Those arriving in Europe need adequate reception and assistance, particularly those with specific needs, including unaccompanied and separated children and survivors of sexual and gender based violence, and access to fair and efficient asylum procedures. More solidarity is needed within the EU to ensure protection, including through efficient and speedy family reunion and relocation.

Overall, there is a need for a comprehensive plan of action that will support long-term solutions to the complex issue of mixed migration and help address its root causes, in close cooperation with countries of origin and transit and in line with international law.



After February 2020, the COVID-19 pandemic came to create more risks to refugees inside camps and to be a great health issue for children and people without conditions and future perspective.

This project was carried out transnationally because each country had something to give and something to learn. Italy as an UNICEF ambassador, Germany has been working with refugees, Greece had a project involving a refugees camp, Hungary has hard problems accepting foreigners crossing their borders, Spain is getting emigrants from North Africa and Portugal is learning how to work with refugees.

All the communities learnt more how to accept, respect and to be more tolerant. Parents, children, teachers, community and politicians were embedded inside the project where Europe can be again for all, without borders.

With this project we improved cooperation and innovation between partners, quality, knowledge, competencies and national and European recognition of the schools, promoting several objectives:

-Achievement of relevant and high quality skills and competences:

- To promote equality and social inclusion
- To be more aware of the international refugees crises
- To promote the Convention on the Rights of the Child
- To reduce the drop out of schools
- To promote key competences (ICT, linguistic, communication, soft skills)
- To improve English as foreign language
- To promote and develop knowledge about this subject
- To promote volunteer competences

During this project, activities and results were presented using ICT, photos, PPT presentations, plays, videos and arts works related to:

- Historic, economic, religious and geographic facts related to refugees mobility
- Routes that refugees choose to move and their reasons
- Personal stories from children refugees
- Personal stories from professionals (policy, nurses, doctors, etc) that were on Refugees camps
- International agreements related to refugees mobility
- International politics concerning Refugees Camps or hot spots
- Theatre plays, Newsletters, EU directive

The project contributed also to improve humanitarian skills:

- Collect clothes, food and toys and donate it to refugees children
- Collaborate with NGO institutions that work with this issue

Seminars, Transnational Meetings and Teaching/Learning activities were organized to share experiences with partner countries (Germany, Greece, Portugal, Italy and Spain) about school and community activities concerning refugees.

We applied a questionnaire twice (at the beginning and on the 2nd year to know about the community perceptions about refugees.



This project engaged about 2000 participants in several activities developed such as seminars, questionnaires, exhibitions, meetings and mobilities. We involved students, teachers and parents from each school and local authorities. Methodologies used were brainstorming, students assemblies and project based learning.

The potential longer term benefits are related to the introduction of new contents in geography, history and civics subjects, a better understanding, tolerance and inclusion of refugees on our daily communities activities with no fears or misunderstandings and active citizenship. In the longer term, our schools would look for pupils reaping the rewards of good school experience that become the basis of a successful life.

All the results are available on Erasmus+ Project Results Platform. Articles with the questionnaires results with refugees perceptions by the community, videos, arts, digital presentations, etc. using school websites and facebook.



PROJECT ACTIVITIES

2017-2018

A1.SEPT. Project presentation to the community

A2.SEPT. Create the Erasmus+ team; logo contest in each school;

A3.OCT.Video with historic, economic, religious and geographic facts related to refugees;

A4.OCT.To vote for the logo of the project;

M1.NOV.1st Transnational Meeting Portugal-Cultural activities; definition of the questionnaire items to find community perceptions related to refugees with Oporto University-Pshicology Faculty; Seminar UNICEF. Budget discussion. Presentation videos. Newsletter(NL1)

A5.DEC/JAN. Convention on the Rights of the Child- Arts, ICT, PPT, letters, posters, video. Website. NL2.

A6.JAN.Apply the quest1-teachers, parents and students

A7.FEB/MAR. Analyze the data -Students and teachers collect the data and create graphics and create a presentation about the results; Statistical analysis; NL3.

C1. APRIL.1st Short Term Students' Exchange Italy - DVD with the Convention on the Rights of the Child works presentation. Seminar-A travel to a safer place; Analyze the first results of the quest1 per country; Cultural and sport activities; lab activities with writers and illustrators. NL4;

A8.APR.Presentation of the DVDs-Presentation of the DVDs with the Convention on the Rights of the Child works in every country; Interview authorities-national politics concerning refugees;

A9.MAY/JUNE. Public presentation of the national questionnaires results-Each class in assembly reflects about the results and present strategies to solve problems detected.

A10.JUN/JUL. Presentation of the national quest. results and students solutions using Facebook, webpages.

A11.JUL.Intermediate report.

2018-2019

A12. SEPT.Project presentation to the community

C2.OCT.2nd Short Term Students' Exchange Greece-Cultural and sport activities; Seminar: -Presentation of the national questionnaires results comparing countries results and international policies; Meeting with different religious/cultural communities. Visit refugees camp, meet refugee children; NL5;

NL6.1;NL6.2; NL6.3; NL6.4;NL6.5 – questionnaires results differences between countries

A13.NOV.To know some personal stories from children refugees. Discuss the children rights and fears.

A14.JAN.Simulation-IF I WERE a REFUGEE-what should I took on my backpack-Each children draws or write what they would take on a mobility across the ocean;-each child brings from home a backpack with what they needed for the way.NL9.

M2. 2nd Transnational Meeting Spain- Monitorization. Visit to a Refugees Center. Presentation of the Red Croix experiences.

A15. FEB. International politics concerning refugees. Students organized a video presentation and present it to all the students from school. NL8.

A16. To know some personal stories from professionals (policy, nurses, doctors, etc); Invite NGO to tell stories about their experience-record a video.NL10



C3.MAY.3rd Short Term Students' Exchange Portugal -Cultural and sport activities; Seminar-Presentation of the activity IF I WERE a REFUGEE; NL11.

A18.JUN/JUL.Presentation of the Seminar Conclusions; -Video published on facebook and webpages.

A19.JUL.Apply the 2nd questionnaire; Apply the questionnaires to students

2019-2020

A20.SEPT. Present the project to new students.

A21 SEPT/OCT. Analyse the data of the 2nd questionnaire.

C4.OCT.5th Short Term Students' Exchange Germany-Seminar-Presentation differences quest results between countries and from the first and second questionnaire; Role Play EU directive about refugees policy. NL12.

A22.NOV/DEC.Invite NGO to know their work -Invite NGO to know their work and interview volunteers about campaigns- how to help, organize a campaign.NL13

A23.JAN/FEB. Public presentation of the national 2nd questionnaire results; Presentation of the national questionnaires results using Facebook and webpages. NL14

A24. MAR/MAY. COVID-19 and refugees. NL15

A25 JUN/JUL. Edition of the book.

A26. AUG. Final report.



2. PARTNERS

This project was carried out transnationally because each country has something to give and something to learn. Italy is a UNICEF ambassador, Germany has been working with refugees, Greece has a project involving a refugees camp, Hungary has hard problems accepting foreigners crossing their borders, Spain is getting emigrants from North Africa and Portugal is learning now how to work with refugees.

PORTUGAL

AGRUPAMENTO DE ESCOLAS DE ARRIFANA, SANTA MARIA DA FEIRA

Agrupamento de Escolas de Arrifana, Santa Maria da Feira is a group of schools (15 establishments belonging to 5 parishes of the municipality of Santa Maria da Feira), with students from preschool to the 9th grade, with 1010 students from 3 to 15 years old. 41 students (3.8%) have Special Needs. The Agrupamento works with 100 teachers and 54 are staff. On the past it was a TEIP (Educational Territory of Priority Intervention) and in 2012 added two groups (Arrifana and Milheirós de Poiares) of low socioeconomic level (49.4%, 529 students, have financial support by the School Social services. Parents have low qualifications (4th and 6th grade -for mothers, 48.4% and fathers-55.5%) and their incomes are low despite "only" 10.6% are unemployed.



Most of the families don't give support to their children or recognize the importance of school in their lives. 27.4% (260) of the students have already been retained one or more times. 15.4% of the students were retained in the 2nd grade, which means great difficulties in terms of basic skills, namely at the pre-school level. This group of schools is taking into account the different motivations of the students and in order to give more opportunities to students at risk, since 2007, has extended the training program with Education and Youth Training Courses (ICT Technician, Commercial, Electrician, Plumber, Beauty Care) and from 2013/2014 the Vocational Courses (Pastry, Craft, Gardening, ICT and Performative Arts).



We have European projects since 2008 - Comenius, Leonardo and Erasmus+ and we developed this projects with more than 100 mobilities around Europe and share good practices that we could disseminate after the end of each project. The school since then became more aware of the European citizenship working subjects like culture, water, special



needs, history, geography, arts, drama and improved our network with school from all europe.



SPAIN

COLEGIO MONTESCLAROS, S.L.

The Montesclaros School is located between Cerceda and El Boalo in the foothills of the Sierra de Guadarrama, North of Madrid.

We have 700 students from different socioeconomic status, nationalities and different levels of learning.

The titular institution of the school is EDUCARE, whose aim is to provide students with a total education inspired by the basic Christian Doctrine. teaching given in the Students know its and ideology based in and education.

Our school has Primary, Secondary Students have 3 from that, there is a swimming pool and audiovisual, computer, humanity and reinforcement classrooms.



principles of the Therefore, the school is religious. institutional charisma respect, generosity

classrooms for Infant, and 6th form grades. playgrounds. Apart sports hall, a music, technology,

Our school has an orienteering Department working with all students.



ITALY

CIRCOLO DIDATTICO DI ZAFFERANA ETNEA

Zafferana Etnea is an Italian town of about 9,000 inhabitants in the province of Catania in Sicily. It is located halfway between the sea and the mountains, at 574 m. s.l.m., on the eastern slopes of Etna, the largest active volcano in Europe. It extends to the summit of the volcano, including in its territory landscapes of inestimable natural beauty, from dense forests to expanses of lava desert.



The Didactic Circle of Zafferana Etnea consists of a central complex in which there are 18 primary school classes and three kindergarten complexes with 8 heterogeneous sections. The total number of pupils is around 520.

The GUIDELINES followed by the Institute are: flexibility, well-being, learning, travelling, the pleasure of knowing, knowing how to do, knowing how to be. The institutional purposes of the Institute are inspired by art. 3, 33 and 34 of the Italian Constitution and to the National Indications for the 2013 curriculum, where it is em-

phasized that "in the awareness of the relationship that unites culture, school and person, the general purpose of the school is the harmonious and integral development of the person, to the internal principles of the Italian Constitution and of the European cultural tradition, in the promotion of knowledge and in the respect and enhancement of individual diversity, with the active involvement of students and families". In addition, the Institute refers to paragraph 7 of law 107/15.

The VISION of the D.C. is to be a PLACE OF LEARNING AND TRAINING GROWTH in the territory and represents a centre of innovation and continuous training at various levels (teachers, pupils, Ata, parents, local authorities) and capable of training students with solid European cultural foundations, critical skills and an independent study method.



The MISSION of the educational institution is to organize curricular activities and to broaden the curriculum and training offer, taking into account as a priority the needs expressed by pupils, their families, the territory, welcoming, orienting and training between experience and innovation.

The institute's educational offer aims "to promote the full development of the person ... accompanies the pupils in developing the sense of their own experience, promotes the conscious practice of active citizenship" (Law 107/2015). In the school the pupils mature their KNOWLEDGE and KNOW-HOW.

Moreover, it promotes insertion and integration strategies in favor of children from other countries, also through the implementation of specific projects of linguistic and cultural mediation. The training project of each class uses the contribution of the various disciplines to achieve the educational objectives and the planned educational goals.



GREECE

13TH GYMNASIO PATRAS

The 13th Gymnasio of Patras (Junior high School) was founded in 1982. It is situated in Ayia, a suburb in Patras and it is a public secondary school. There are 220 students ranging from 12-15 and 26 teachers teaching different subjects such as Ancient and Modern Greek, etc. Special teaching or foreign compulsory subject are selective.



Teachers are as most of them number of years. develop their difficulties and effective learning

educational programmes concerning the environment, health and European citizenship.

The school has been involved and successfully implemented four European projects (Comenius, Petal, Erasmus+) so far.

dedicated to the school have been teaching for a They try to help learners personalities, deal with motivate them towards by involving in

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GERMANY

STAATLICHE REALSCHULE OBERTRAUBLING



Our school is a secondary school (5th-10th grade; 570 pupils; 50 teachers -1 social worker/all paid staff). It offers different emphasis in subjects from 7th grade on (pupils can choose): maths/technology; business economics; arts & crafts and the French language. Besides these selective options we generally concentrate on the fields of implementing interesting, motivating teaching units which are related to real life as well as experiment-based learning in natural sciences, a basic instruction in fine arts and artistic and promotion of social skills. We are a

member of the nationwide "Schools against racism"-program, put special emphasis on educating our students in political issues and international affairs, train young teachers (2 years of internship in addition to 3 to 4 years at university) and are partner of Regensburg University. We are used to work in eTwinning projects and perform mutual student exchange programs in cooperation with a Czech and a Spanish school.

Realschule Obertraubling is situated next to the city of Regensburg. The unemployment rate is low, but a lot of migrant workers live in our area (30 % of the pupils have some form of migration background). Most of the migrant children are from Turkey, Russia and the Balkan states.

Our school was established 14 years ago. Especially the teachers for social subjects, ICT and the English language have focused on motivating and related-to-practice teaching from the very beginning on. International collaboration of teachers and pupils has been established in different eTwinning-projects.

We are experienced as far as international collaboration is concerned (high quality of mutual exchange programs with the Czech and the Spanish partner school; groups of up to 50 children living in host families; intense cultural program with presentations in English language).

Furthermore since the arrival of many refugees in Germany (winter 2015):

- Basic German Language Courses for refugees
- Organizing cloths and toys donations
- Childcare (pupils taking care of refugee children for a couple of hours to allow their mums some private time)
- Teaching Units about refugees and flight (flight routes, personal stories of refugees, talking about prejudices against refugees, ...)
- Meetings of refugees with pupils/parents



The latest project being developed together with an extra-school partner at the moment is a role play simulating processes of EU refugee policy.



HUNGARY

SZEGEDI SZAKKÉPZÉSI CENTRUM MÓRAVÁROSI SZAKGIMNÁZIUMA ÉS SZAKKÖZÉPISKOLÁJA



The names of *Antal Tápai* and *Ferenc Móra* were worn by two vocational schools that have got long histories in Szeged and which grew out of apprenticeship training in the city in 1884. They operated independently until 2007, then the two institutions were merged. In the next few years, several reorganizations, maintenance changes and from this resulting several changes in the name took

place. Since the first of July 2015, our school operates as a member institution of the Szeged Vocational Training Center under the name of *Szegedi SZC 'Móravárosi'* Vocational Technical and Secondary School.

In 2019, so for 135 years the school has been waiting for pupils with a competitive supply that meets the needs of the labor market and these students can learn according to their abilities, interests, and personalities. The basic principle is that the institution provides the market with beginner skilled workers who are in need of regular professional renewal, are open to the world, have respect and honor towards their fellowmen. Our mission is to prepare our students in an inspirational environment with a dedicated and renewed staff on an internationally competitive standard to meet the challenges of the future. Therefore, the aim is to educate young people who are able to continue their studies and with this they can become such people who are capable of exploiting their acquired knowledge in the life. In order to this there is a student-centered educational

work in the institution, which is open to changes. Besides professional training, we pay a great attention to the general cultivation so that our students do



not become unilaterally addicted to their professions. In ten sectors, professional groups (engineering, building engineering, architecture, chemistry, light industry, printing industry, wood industry, electrical industry and electronics, beauticians - hairdressers, law enforcement and public service) we are waiting for those who are interested in vocational technical and secondary school education in daytime and in evening classes.

As one of the bases of the international networking, we strengthen our intercultural knowledge transfer by strengthening our organizational characteristics. Our daily activities are permeated by sustainable development and the commitment to the health awareness which reflects well the fact that we have won the title of "School of the Consumer Awareness". The school has extensive international relations, our students visited almost every country in Europe, in recent years with the aim of that our teachers also have been collecting professional experience and language learning (we teach English and German).

The school primarily seeks to meet local (urban, county) needs when designing its vocational offer. The right direction is shown by the fact that our students are in a higher proportion of finding a workplace in their profession than the average. We are in contact with more than a hundred businesses on a daily basis because of our professional training.



3. CONCEPTS

REFUGEE

People who leave their country due to persecution. According to the 1951 Geneva Convention (Refugee Status), a refugee is a person who "reasonably fears being persecuted because of his race, religion, nationality, membership of a certain social group or political opinion, finds himself outside the country of which you are a national and cannot or, because of that fear, do not want to ask for protection from that country, or that, if you do not have nationality and are outside the country in which you had your habitual residence, can or, due to said fear, he does not want to return.



ASYLUM SEEKERS

People looking for protection due to conflicts or persecution.



SUBSIDIARY PROTECTION

Most people can trust the authorities in their country to guarantee and protect their basic human rights and physical security. But in the case of refugees, the country of origin has shown that it is unable or unwilling to protect those rights. The international protection system, of which the 1951 Geneva Convention is the main pillar, seeks to ensure that refugees benefit from protection in a host country.



HUMANITARIAN PROTECTION

63,311
have risked their lives reaching
Europe by sea so far in 2019

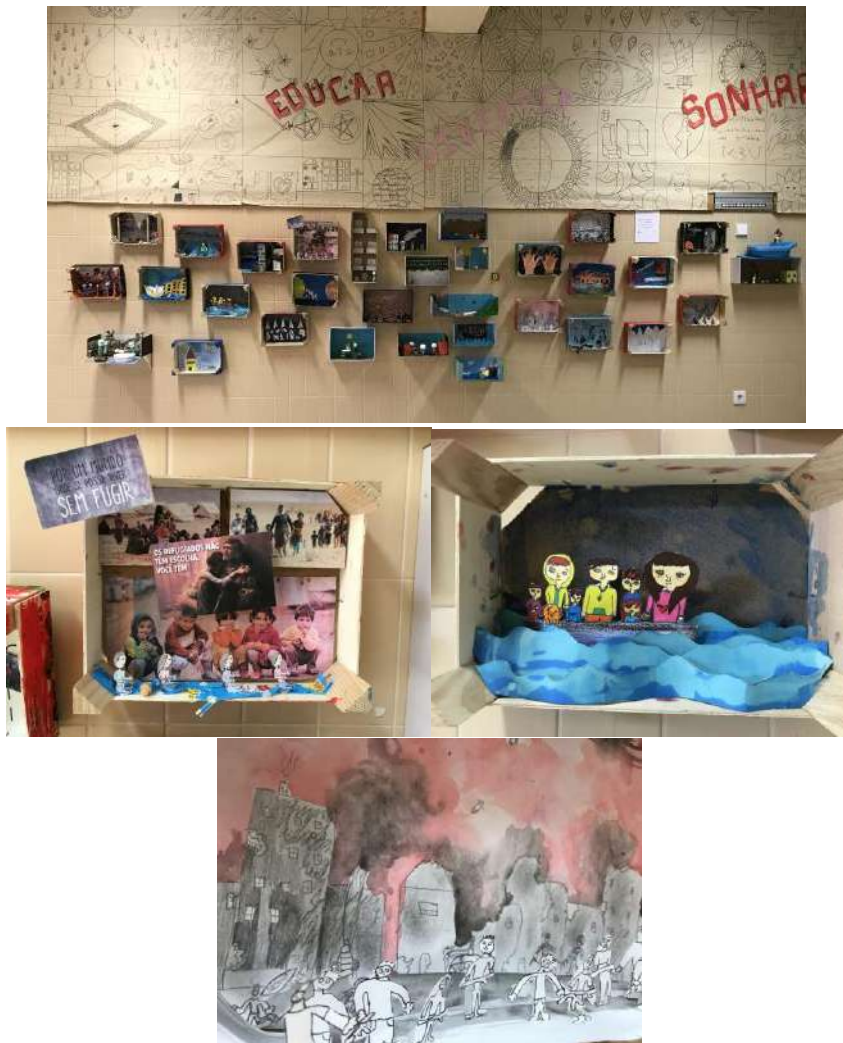
1,028
feared drowned so far in 2019

More statistics
Updated 29 September 2019

The United Nations High Commissioner for Refugees (UNHCR) is an international humanitarian and strictly apolitical organization whose mission is to protect and assist refugees worldwide. Its status gives it two main functions: to ensure the “international protection” of refugees and to seek “permanent and lasting solutions” to their problems. UNHCR has, to date, been distinguished with two Nobel Prizes.

MIGRANTS

Migrants are people moving to another country for other reasons beyond conflict and persecution.



4. INTERNATIONAL AGREEMENTS

4.1. The Universal Declaration of Human Rights



The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 ([General Assembly resolution 217 A](#)) as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected and it has been [translated into over 500 languages](#).

4.2. REFUGEES CONVENTION

The 1951 Refugee Convention is the key legal document that forms the basis of our work. Ratified by 145 State parties, it defines the term 'refugee' and outlines the rights of the displaced, as well as the legal obligations of States to protect them.

The core non-refoulement principle asserts that a refugee should not be returned to a country where they face serious threats to their life or freedom. This is now considered a rule of customary international law. UNHCR serves as the 'guardian' of the 1951 Convention and its 1967 Protocol. According to the legislation, States are expected to cooperate with us in ensuring that the rights of refugees are respected and protected.



to protect principle is refoulement, that a refugee returned to a country where they face serious threats to their life or freedom. This is now considered a rule of customary international law. UNHCR serves as the 'guardian' of the 1951 Convention and its 1967 Protocol. According to the legislation, States are expected to cooperate with us in ensuring that the rights of refugees are respected and protected.



4.3. THE CONVENTION ON THE RIGHT OF THE CHILD

RIGHT TO EDUCATION (Art. 28, 29)

Put together a 'School in the box'

Think about what to put into the suitcase (mindmap) and give reasons for your choice.

After that, make a box. Maybe one of your classmates has got an old suitcase you can use.

Put all material inside.

Label everything in English and present your suitcase to your class. Explain why you have chosen the material. (3 pupils)



RIGHT TO PLAY AND LEISURE (Art. 31)



In the printout you find **games** from all over the world.

In the book, you can also look for **dances** which are typical for the countries.

Choose three of them.

Write the rules or step sequences in English on a coloured sheet of paper and illustrate it.

Get the material for the games and play it in class. (3 pupils)



RIGHT TO INFORMATION AND PARTICIPATION (Art. 12, 13, 14)

Think about decisions in which you have a right to participate.

Collect the ideas and make a **poster** (in German and in English).

Read through the biographies (Book: 'A Life like Mine' and copies) to find out in which matters children in other countries can participate. Make another poster.

Present both posters to the class (German and English). (3 pupils)





RIGHT TO PARENTS AND A SAFE HOME (Art. 9, 10, 18)

Look through the book 'A Life like Mine' and search online to find pictures of children's homes around the world. Create a **collage** of the pictures on a poster.

Write an email to politicians to tell them why it is important that children live with their parents (in German and in English). Explain your collage to the class and read out the email. After that, the email will be sent to some politicians.

(3 pupils)



RIGHT TO PROTECTION AGAINST VIOLENCE AND TO PRIVACY (Art. 10, 19, 20)

Think about fields in which privacy is important for you and write them down.

Write a letter to your parents or teachers in which you mention them. Explain why it is important for you that your privacy is respected in these fields.

The letters will be given to the parents or teachers.

Write messages of peace in German and in English on the copies of coloured hands.

They will be hung up in the school building. (4 pupils)



REFUGEE CHILDREN'S RIGHT TO SPECIAL PROTECTION AND HELP (Art. 22)

Why is it important for refugee's children to attend school?

Write strong arguments in German and in English on small pieces of paper.

Attach them to coloured balloons which we will send to the sky.

Before that you will read out the arguments to the class.

Write children's rights which concern especially refugee's children on a piece of paper that is the size of a postcard (in German and in English).

Illustrate your card. The postcards will be copied and sent. (4 pupils)

VIDEOS about THE CONVENTION ON THE RIGHT OF THE CHILD



The video is divided into three parts:

In the first part, our students perform a newscast in which the importance about the problem of refugees is given and a specialist is invited to accompany our presenters. They provide some fundamental and basic concepts to understand the refugee problem (definition, historical data of Spain, international situation, ...)

In the second part, a news reporter focuses on the research work carried out by Montesclaros students. For that, they play the role of some refugees to narrate their stories. They reflect on the vulnerability of the rights of children of the same age.

The video ends with a text, the result carried out by our students, which aims to provoke reflection to the viewers of the video.



The work about NATIONAL & INTERNATIONAL POLITICS CONCERNING REFUGEES was divided by topics and courses:

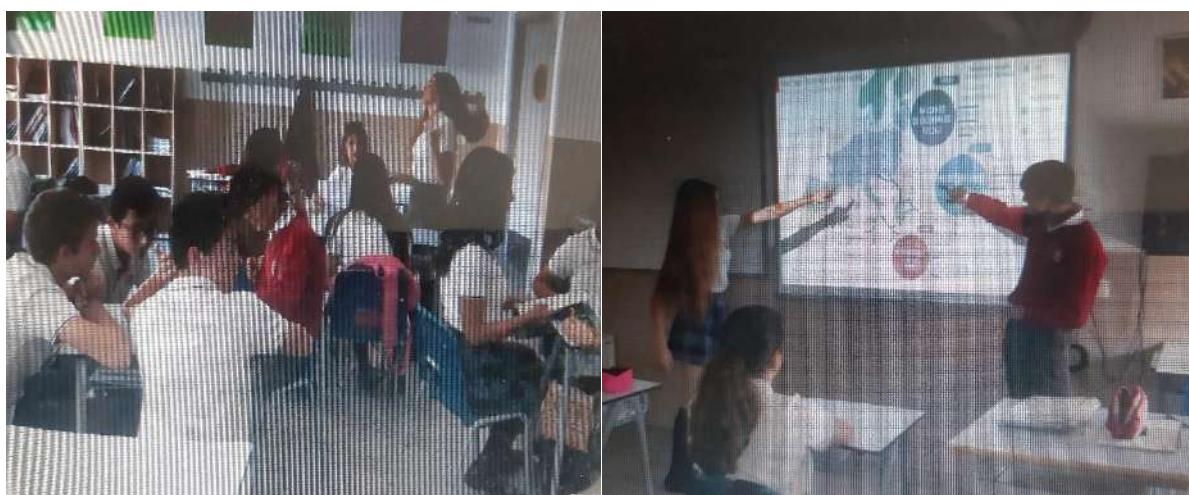
-3rd A and B were responsible for searching for information about refugees (data, official documents, statistics, news, etc.)

-4th A and B carried out the section of international politics, specifically in Spain. They compared the situation in Spain with the other countries. (They used written sources and videos from international organizations).

Once they had got all the information, they did a PPT, which was explained to their classmates by groups with the purpose of having a global knowledge about all the topics already worked on.

The result was excellent and the activity was very enriching not only for them but also for our school.

Besides, we had the chance of attending to a lecture carried out by Red Cross which finished giving a complete vision of the situation of the refugees and students could solve their doubts while they were working.



Refugees in Spain

In Spain are now about 17 000 refugees that come of Europe to run away of Syria (their country) because they are in a war that are killing people and they have to go to work for another place that is good for them.



Why are the refugees coming to Spain

At first no one thought that the war was going to last so long, that the world was not going to allow it, that it was going to do something to stop it. He explains to El HuffPost Ahmad, a 24-year-old Syrian refugee living in Spain, that nobody has done anything, and I am convinced that the war will last even longer. Like him, hundreds of thousands of Syrians fled the war that made the end of March 15, which has devastated their country, have arrived in Spain find complications to integrate due to lack of support to learn the language, difficulties to standardize their professional qualifications and to find



- According to the latest data from the UN High Commissioner for Refugees, UNHCR, more than **300.000 immigrants** and asylum seekers have arrived in European territory by sea.



OUR SITUATION IN SPAIN IN RELATION TO REFUGEES

• Spain can boast of having achieved the integration of more than 6 million immigrants in record time, without having witnessed the appearance of xenophobic movements, becoming in this respect an exception to the European norm.

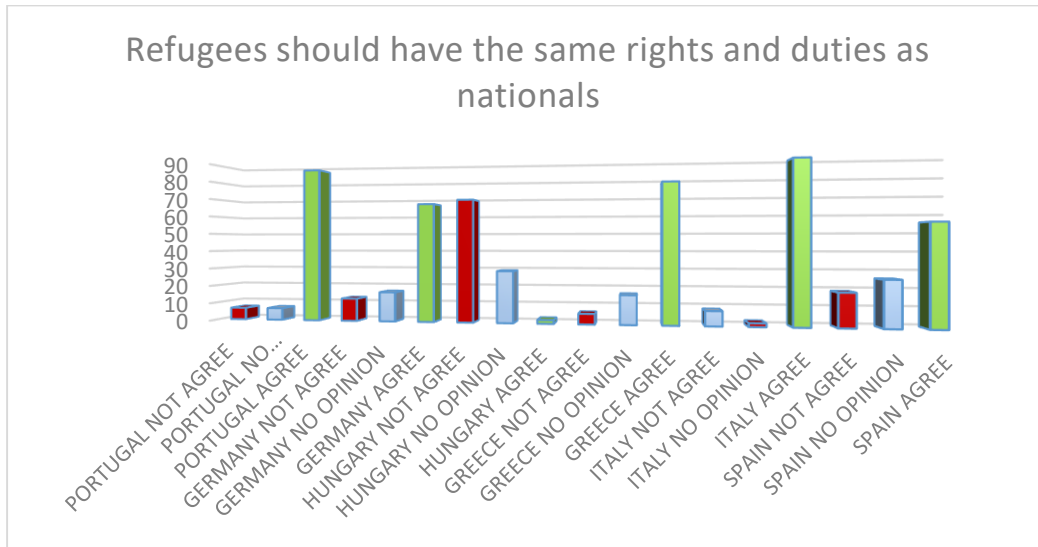
REFUGEES IN SPAIN RIGHTS



5. MYTHS ABOUT REFUGEES

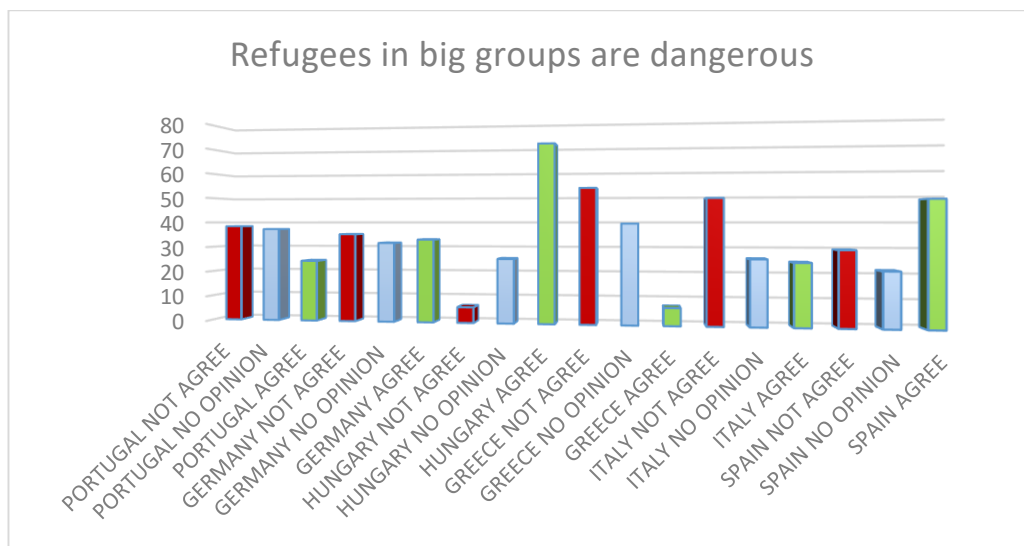
Students from all countries were asked to answer to some questions about the myths concerning refugees. After these answers, teachers worked about the topic, to clarify students perceptions and misunderstandings. - Refugees should have the same rights and duties as nationals

MYTH1- Refugees should have the same rights and duties as nationals



More than 85% of Portuguese and Italian students agree that Refugees should have the same rights and duties as nationals. 68% of Hungarian students don't agree.

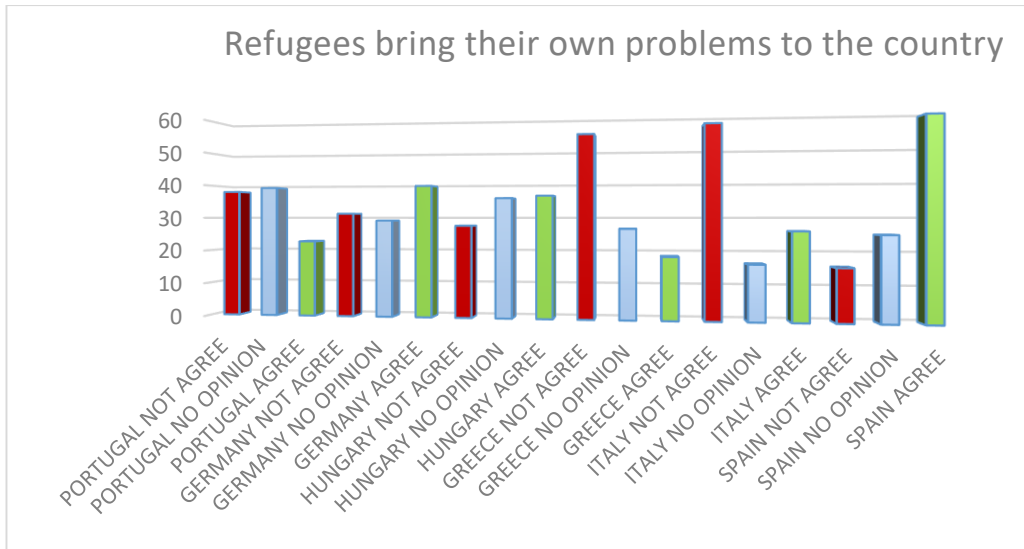
MYTH2- Refugees in big groups are dangerous



71% of Hungarian agree that Refugees in big groups are dangerous. 53% of the Greek student don't agree.

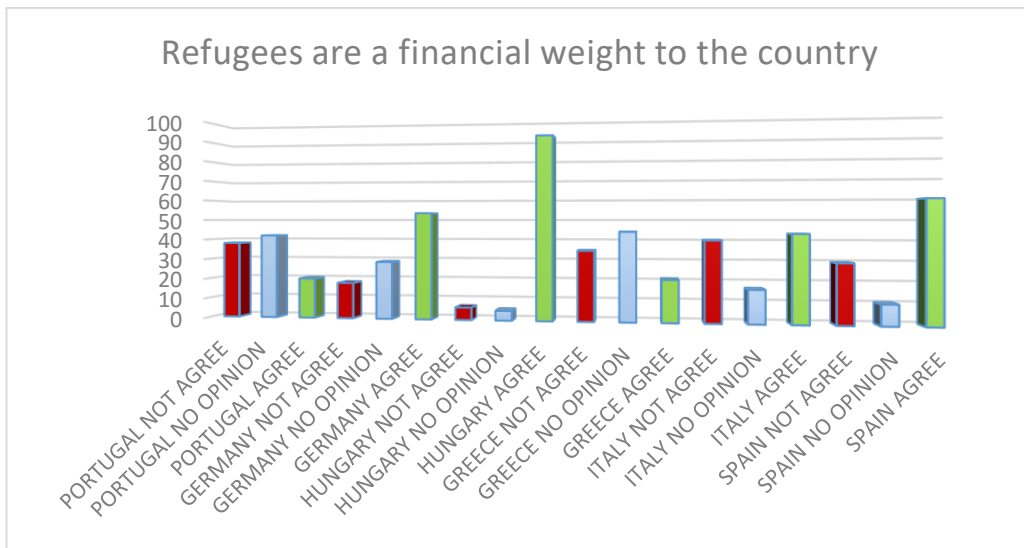


MYTH3- Refugees bring their own problems to the country



Greek (54%) and Italian (57%) students don't agree that Refugees bring their own problems to the country. 59% of Spanish students agree with that.

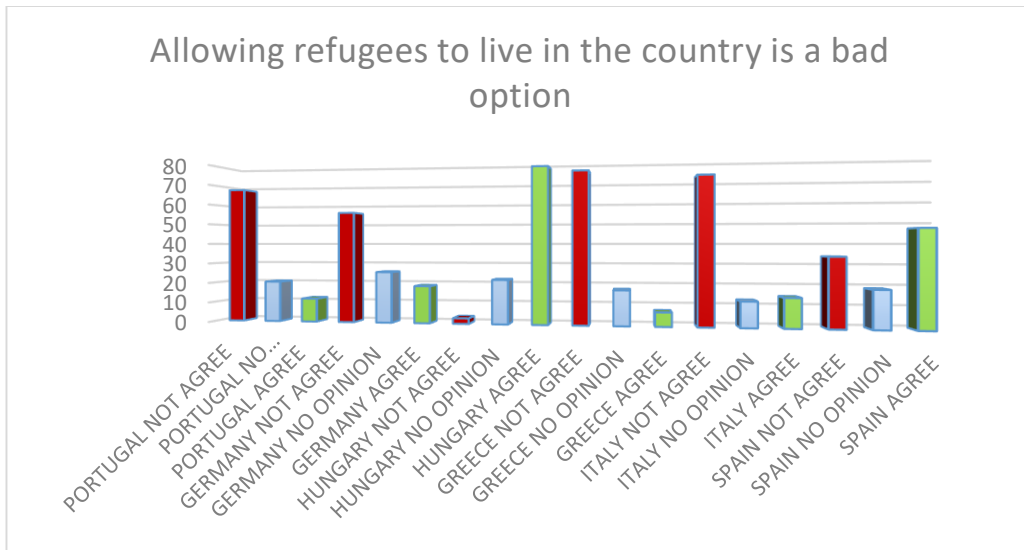
MYTH4- Refugees are a financial weight to the country



Almost 92% of Hungarian agree that Refugees are a financial weight to the country.

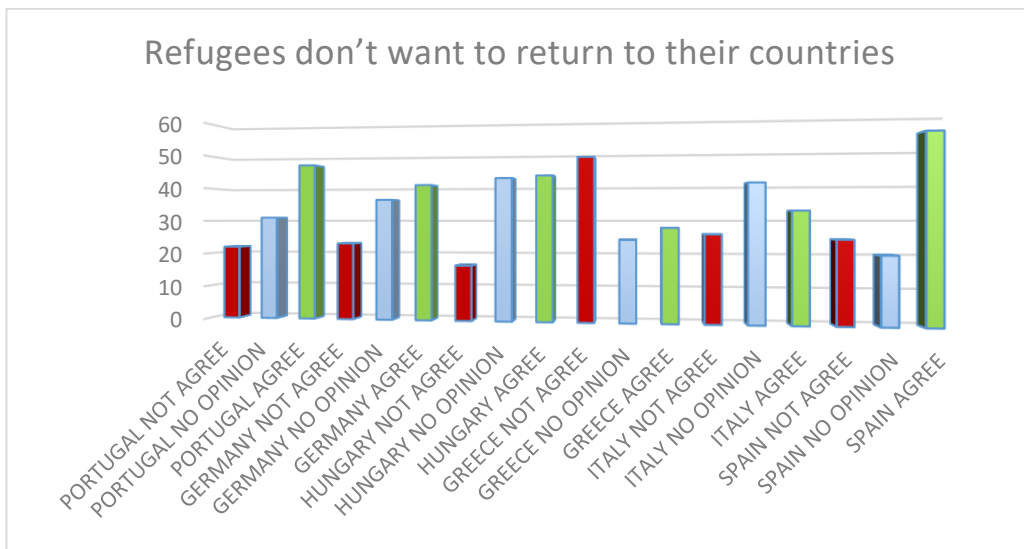


MYTH5- Allowing refugees to live in the country is a bad option



Greek, Italian and Portuguese (more than 67%) students don't agree that Allowing refugees to live in the country is a bad option in opposition with Hungarian students (78%).

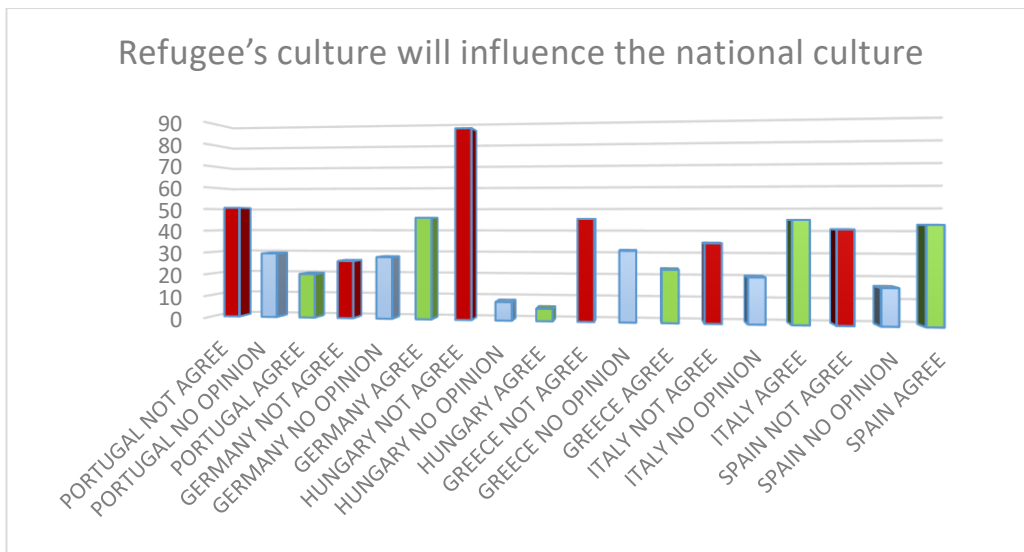
MYTH6- Refugees don't want to return to their countries



55% of Spanish students agree that Refugees don't want to return to their countries and 48% of Greeks don't agree.

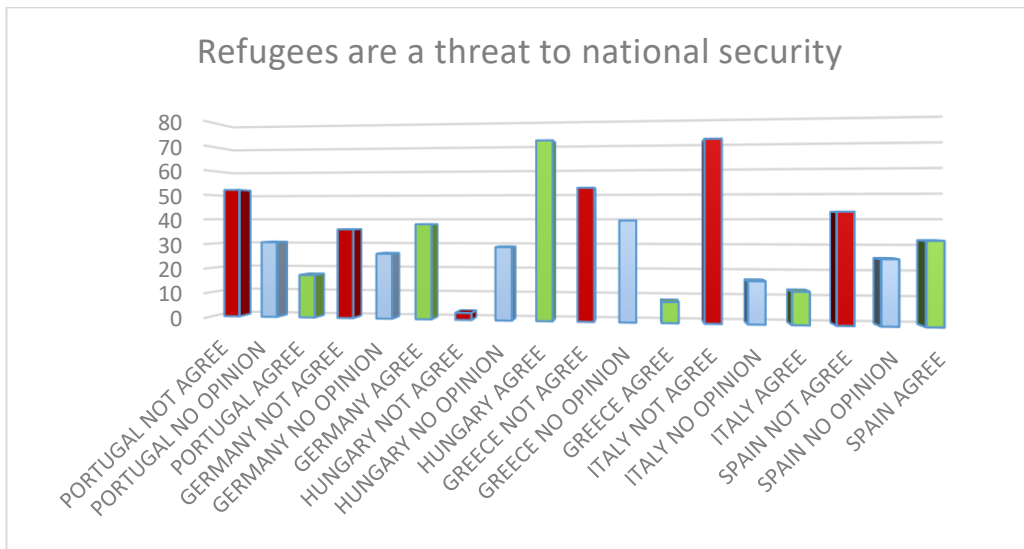


MYTH7- Refugee's culture will influence the national culture



86% of Hunarian students don't agree that Refugee's culture will influence the national culture.

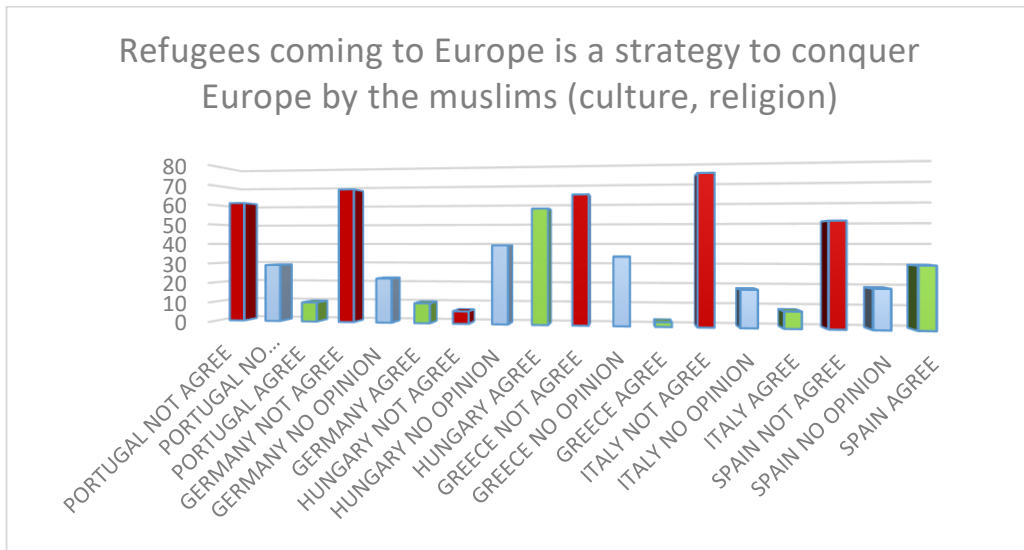
MYTH8- Refugees are a threat to national security



71% of Hungarian students agree that Refugees are a threat to national security and the same percentage of Italians do not agree.

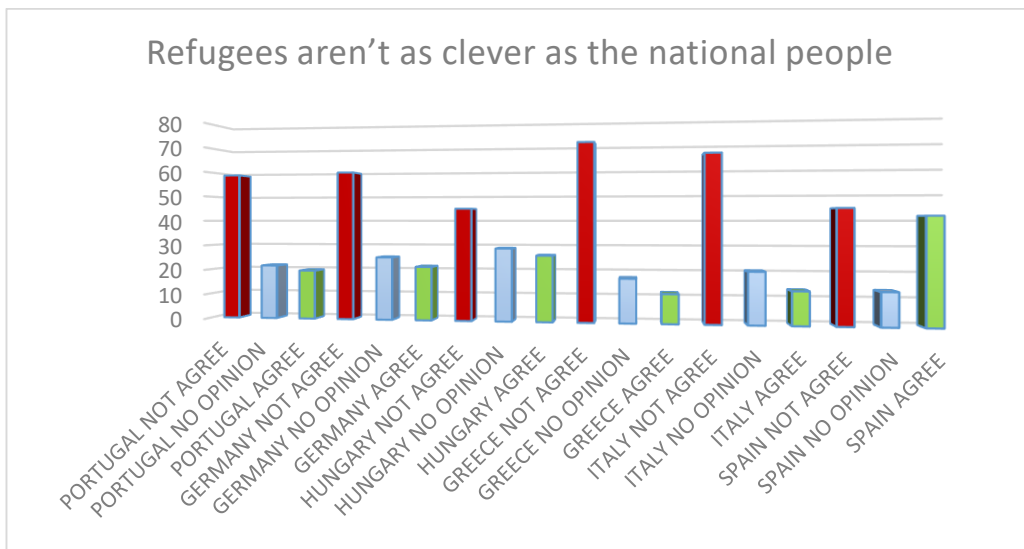


MYTH9- Refugees coming to Europe is a strategy to conquer Europe by the muslims (culture, religion)



Portuguese, German Greeks and Italians (more than 60%) don't agree that Refugees coming to Europe is a strategy to conquer Europe by the muslims (culture, religion).

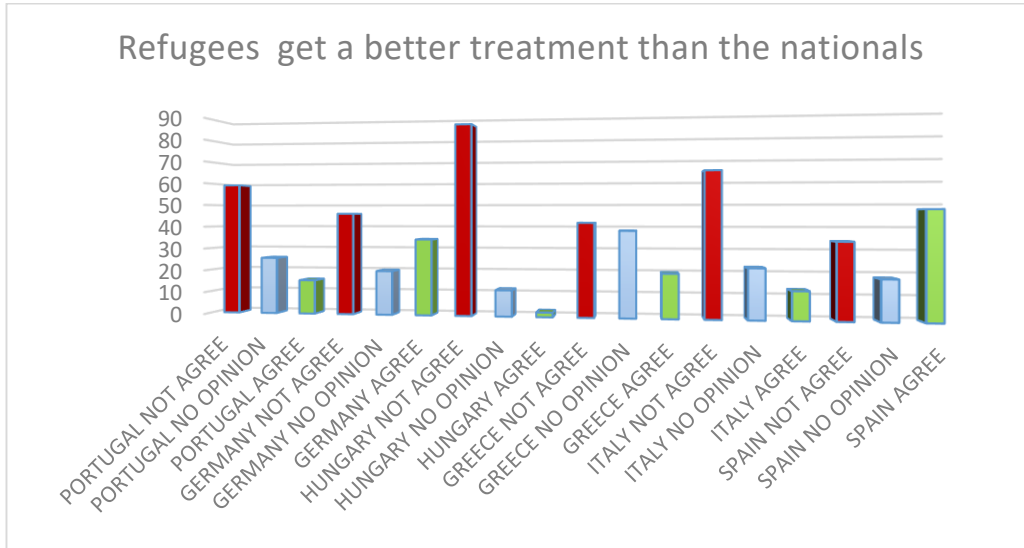
MYTH10- Refugees aren't as clever as the national people



All countries don't agree that Refugees aren't as clever as the national people.

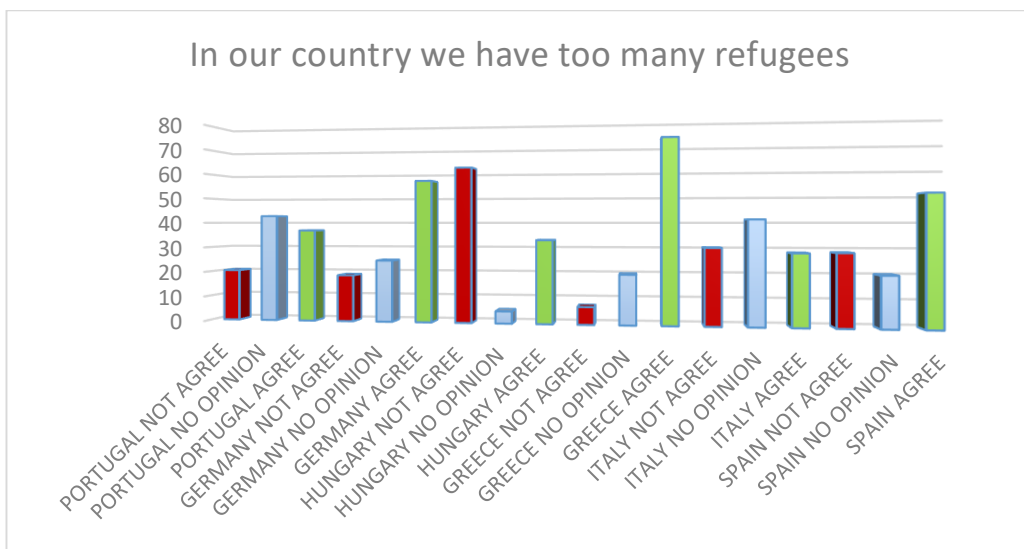


MYTH11- Refugees get a better treatment than the nationals



Spanish students agree (47%) that Refugees get a better treatment than the nationals. The other countries don't agree.

MYTH12- In our country we have too many refugees



Greek students agree (73%) that on their country they have too many refugees.



6.ACTIVITIES

6.1. VISITS TO REFUGEES CENTERS

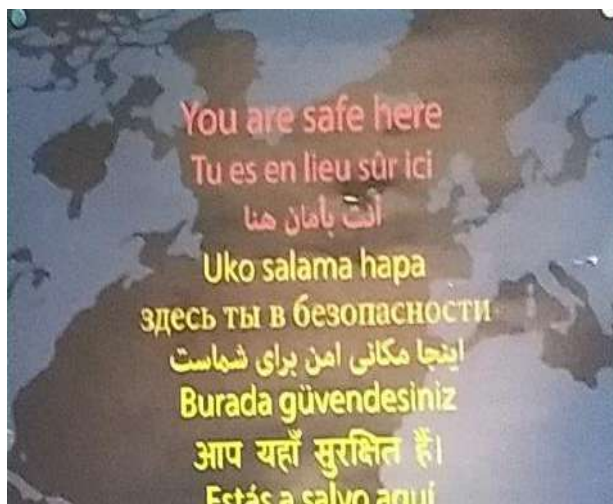
6.1.1. ASTALLI

The Jesuit Refugee Service is part of a network of religious, state and charitable organizations providing services for refugees and migrants across Italy. Every day from 4-7pm the Centro Astalli in Catania opens its doors to provide a safe haven, medical and legal services; and an Italian school, for those in need.

The volunteers at the center treat each person with kindness and respect, greeting the regulars and making sure new faces are welcomed and supported

Our students have had unforgettable experiences. They could experience what it felt like to be vulnerable. At the same time, they could feel the importance of volunteering and helping.

“Centro Astalli Catania” is located in Catania, Via Tezzano, 71. Tel. 095 535064 Fax 095 7464463 e-mail. astallict@virgilio.it, pec: astallict@pec.it. It belongs to the Jesuit Refugee Service-JRS, an international catholic entity that works for the integration of immigrant population since 1999 in more than 40 countries. In Italy there are also others offices in Roma, Vicenza, Trento and Palermo.



The mission of Centro Astalli is to serve, defend, accompany refugees and displaced persons from all over the world and welcome all immigrants who knock on Via Tezzano 71, giving them orientation and help in the extremely difficult integration process. It promotes social integration by making public opinion aware of refugees' identities, stories and different situations.

“Centro Astalli Catania” started its activity in 1999 and is part of the Jesuit Refugee Service (JSN). The association is part of the Territorial Council for Immigration set up at the Prefecture of Catania and is present in various coordination tables for the various sectors in which it operates, actively collaborating with all the other reception activities in the area.

Thanks to the steady commitment of the **volunteers**, that **decide every day to dedicate a part of their life**, the “Association Astalli” **provides many services for refugees and asylum seekers**.



- First reception

- **Medical clinic:** the clinic carries out around 1200 visits a year trying to carry out a first screening and then referring to the reference health structures and providing, where possible, the necessary drug therapy. The greatest criticality is often determined by the scarce availability of drugs, especially anti-inflammatory, antipyretic, painkillers and antibiotics of great consumption, antifungals, as well as dressing material. The pharmaceutical counter every year supplies the center with a quantity of over-the-counter drugs that is absolutely insufficient for our needs, exacerbated by the restrictions caused by cuts in health care.
- **Legal advice:** The legal help desk attorneys provide legal advice every afternoon. Assistance to asylum seekers was the most extensive: from the first request for political asylum to accompaniment at the police headquarters for the formalization of the application. The most represented nations were those of Sub-Saharan Africa (Mali, Ivory Coast, Guinea, Niger, Nigeria, Mauritania, Senegal, Ghana), of the Horn of Africa (Eritrea, Ethiopia, Somalia), of Asia (Afghanistan, Pakistan, Bangladesh) and especially Syria. Numerous are the appeals to the denial and lately the conversion of the humanitarian protection.

- Accompaniment for employment

Finding a job is clearly fundamental: you need a job to renew your residence permit and not be a "clandestine" even after years of living in Italy, to plan your future, to try to join your family, to start hoping again. The goal of the counter is to bring together supply and demand by privileging users with humanitarian or subsidiary protection and those with an expiring residence permit and to accompany and protect those who find work on the job placement path. Unfortunately, the number of offers has significantly decreased in the face of exponential growth in those looking for work. The help desk assists users in finding training courses.

- Moral and material assistance for foreign prisoners:

The service of volunteers in prison is aimed at the moral and material assistance of foreign detainees who more often than not cannot carry out interviews with families and experience a situation of emotional isolation as well as material difficulties also for finding basic necessities for personal care. In the prison of Piazza Lanza in Catania, around 3,000 interviews are held annually with foreign prisoners. Volunteers manage contacts with detainee families and their lawyers. Also in the prison of P. Lanza there is a library that supports the now decennial Banco Clothing where goods such as clothing, shoes, towels etc. are distributed free of charge. At the Juvenile Criminal Institute of Bicocca they maintain the cultural mediation service. Since 2015, the memorandum of understanding was signed with the External Criminal Execution Office for the trial of non-EU prisoners.

- Italian language classes:

Learning the language is the first step towards the social integration of the immigrant; that's why this primary objective will be achieved through the transfer of communicative and cultural linguistic skills commensurate with the needs of the students. The school is open every afternoon from 16.00 to 18.00 all year round, with the exception of August. The courses are intended at primary or secondary illiterates who are not literate in the Latin alphabet. They aim to acquire basic reading and writing skills. The teaching staff is composed by specially trained teachers that use methodologies in line with the most recent glottodidactic theories.



- **Experiences sharing and sensitization activities with students:**

The Centro Astalli Foundation of Rome has proposed, since 2002, the project "Windows - Stories of refugees", which aims to encourage reflection, in an audience especially of young people and students, on the issue of exile, in particular through direct contact with refugees and listening to their life stories. Our hope is that those who are "touched" by our project will discover not only who the refugees are and what they do or do not do for them nationally and supranationally, but above all they also discover what a refugee has to say. We want to help create channels and communication formulas that make refugees pass from recipients of services to protagonists of a cultural offer. We want to help facilitate communication between those who are citizens, always and with little effort, and those who painfully discover that they no longer have a country of origin and struggle to find out where it should be placed in ours. "We will let their lives speak": as a Quaker proverb says, the most effective way to talk about refugees is to make their lives speak, to give the floor to experiences. The numbers, the statistics, the teaching aids help to quantify the horror and stupidity. But the heart of the project lies in the direct encounter with those who lived the experience of exile on their own skin. A meeting capable of unthinning many prejudices and commonplaces. The project is sponsored by the United Nations High Commissioner for Refugees (UNHCR) and the Pontifical Gregorian University.



6.1.2. CARA DI MINEO

The Reception Centers for Asylum Seekers (C.A.R.A.) di Mineo are facilities set up in 2008, in which asylum seekers stay, with the freedom to go out during the day, in waiting to know the outcome of the recognition procedure of the refugee status.

The C.A.R.A. of Mineo is established in February 2011 following of the declaration of the humanitarian emergency on all the national territory to cope with the arrivals caused from the so-called “Arab Spring”.

The Governance of the C.A.R.A. of Mineo is rather complex as a reflection of the delicacy and heterogeneity of the tasks performed.

Three levels can be identified in which the Governance is divided: the area of institutional control, the area of the politic-strategic address, and the operational area.

To complete the governance it is to be pointed out that there is also a group of representatives of the various communities present in the Center, a sort of democratically elected “little parliament” able to give voice to the requests and suggestions of the Guests and various ethnic groups and cultures.

In full respect of the freedom of religion enshired in the Italian Constitution and international laws, in the C.A.R.A. of Mineo there are also religious representatives of main confessions(Catholic, Muslim, and so on) with specific places dedicated to each cult.

The mission of the C.A.R.A. of Mineo is to offer reception, protection and assistance according to a model based on European and Italian regulations.

The offer is given to all those who have to leave their countries of origin. Those who escape have to be defined as a moving humanity that moves away from the uncertainty of the preservation of one’s own life.

The arrival in Italy is therefore the hope of new horizon of life, a horizon that is realized in the expectation that is legal status and its position are correctly defined according to national and international laws and regulations. The mission of the C.A.R.A. is therefore closely linked to desire and prospect of a new existence in a new geographical, social and economic context.

In particular, crucial for the mission of the C.A.R.A. are not only the services of reception and humanitarian protection, but also - and perhaps above all- the assistance service offered by this organization.

These assistance services are directed to personal growth, to the creation of the cultural conditions of a positive insertion, to the best and more correct knowledge and understanding of the new regulatory, social and behavioral framework with which is compared, favoring an evolutionary path of education and inclusion in order to generate mutual awareness and trust.

The activity of the C.A.R.A. revolves around three fundamental strategic pillars:

- Orientation to the person and centrality of the guest
- Quality of and professionalism in reception
- Compliance with national and European parameters related to quantitative, qualitative and economic aspects of reception

SERVICES

- Services of general assistance to the person



- Administration services
- Legal assistance service
- Health assistance service
- Cleaning and environmental hygiene service
- Catering service
- Cultural-linguistic mediation
- Socio-psychological service
- Organization of leisure time

The activities of the Educational-Recreational macroarea are:

- the “Motherly-Baby Area” that is the answer to the needs of minors and their families. Through the “dear Mummy” service, a space has not been created that is not limited to serving meals and basic necessities, but a place for meeting and confronting families and operators, in which needs and needs are highlighted and provide answer in collaboration with the psycho-social service and with the pediatrician.
- Italian language teaching plays a key role in a perspective of knowledge, understanding, acceptance and integration.
- The “Space of opportunities” , sub-area many activities proposed work together to create a positive comparison between people and the territory through sport, the “Job center”, partnership, communication, art, the right worship and the safeguarding of links with his own land.

CURIOSITY AND INTEREST



SOLIDARITY



CREATIVITY AND COLLABORATION

HAPPINESS



FRIENDSHIP

EMPATHY



Erasmus+

6.1.3. MYRSINI

LM Village is the first hospitality center in the Peloponnese, Greece, and it is considered now as model structure from the UN High Commissioner for Refugees. According to a report by the independent authority of the Ombudsman, 'it is a model in management and operation'.



"The place was abandoned"

- The facilities of LM Village that were inaugurated in 1998 as a holiday destination, after an agreement between the Municipality of Liossia and the community of Myrsini and the Prefecture of West Attica, in 2016 were abandoned and left to their fate.
- "This structure started operating on March 30, 2016. The reason for opening the structure was to decongest the port of Piraeus, more than five and a half thousand people lived there. In the beginning when the first refugees arrived most of them Syrians, the structure housed 333 refugees, of whom 222 were children .



The description of the facilities in this structure are the following:

- 38 furnished rooms of A 'category bungalows with air conditioning, kitchen, TV, telephone, and mini bar
- two football fields
- two basketball courts
- two tennis courts
- a volleyball court

Coordinator/ Head of the Refugee Hospitality Department in Myrsini is Mr. George Angelopoulos who has devoted all his time and energy to organize the structure and support refugees. Regarding the number of refugees accommodated, Mr Angelopoulos said:

"The official mathematical approach is 312 people, at the moment we are hosting 285 and some are guests who have come to see their families and have been recorded. We can bring in extremely few people. Already today we have examined the interest from some families who have relatives in Moria and Samos, if it is possible for them to come here. We are in contact with the Ministry in charge.

The refugee accommodation structure in Myrsini cooperates with IOM, the local authorities, NGOs and a large number of volunteers from Greece and abroad.



UNCERTAINTY HOPE DEPRESSION





6.1.4. PRAKSIS

PRAKSIS (PROGRAMS OF DEVELOPMENT, SOCIAL SUPPORT AND MEDICAL COOPERATION) is an independent Non Governmental Organization whose main goal is the design, application and implementation of humanitarian programs and medical interventions.

Their goals

The main goal is the elimination of social and economic exclusion of vulnerable social groups and the defense of their personal and social rights.

Geographic coverage

PRAKSIS implements programs throughout Greece and mostly in Attica, Central Macedonia, Lesvos Island and Patras area. Simultaneously, our mobile medical units travel to the Northern Aegean islands, to the Dodecanese, as well as to Northern Greece.

PRAKSIS INFRASTRUCTURE AND INTERVENTIONS

- Athens' polyclinic
- Thessalonica polyclinic
- Day center for the homeless in athens
- Day center for the homeless in piraeus
- Day center for the homeless in thessalonica
- Social housing athens
- Social housing thessalonica
- "stegi" / housing apartments for asylum seekers in attica, central macedonia and lesvos
- Stegi plus(+)/ accomodation center for minor asyloum seekers in athens
- Stegi plus(+)/ accomodation center for minor asyloum seekers and vulnerable groups in patras
- Drop - in centre for unaccompanied minors in patras
- Solidarity center thessalonica
- Mobile medical units at the greek borders
- Mobile units for information counseling and testing for hiv and hepatitis c
- Hotline for information on hepatitis b, c and hiv
- Street work for unaccompanied minors
- Street work for homeless people
- Street work for victims of trafficking
- Street work for injection DRUG USERS

STEGI PLUS(+)/ ACCOMODATION CENTER FOR MINOR ASYLOUM SEEKERS AND VULNERABLE GROUPS IN PATRAS

Basic services provided by Stegi (+)

- Direct and free of charge Primary Health Care and Pharmaceutical Provision
- Basic hygiene services (showers, hygiene kits, clothing etc)
- Psychological support
- Social support
- Work counseling and promotion to labor
- Legal counseling
- Financial support in specific programs
- Side supportive services
- Housing



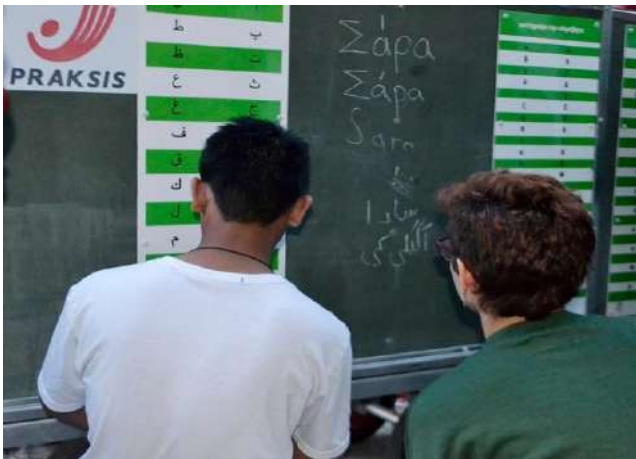


LOVE FREEDOM



COMPASSION FRIENDSHIP GRATITUDE





6.1.5. ALBERGUE JUVENIL SAN FERMÍN

Albergue Juvenil San Fermín is located in Avda. De los Fueros, 36. CP: 28041 in Madrid.

San Fermín Project Association is a non-profit Entity that was born in 1991 by the Neighborhood Association, which is still linked to objectives and projects.



It was a hiding place until they got a blue card. Now 16 refugee families live there. They give them free board food, medical attention and a transport pass and Spanish classes.

San Fermín Project Association works for the integration of the immigrant population since 2000, at which time the study “The socio-labor insertion of immigrants residing in Usera and Villaverde” was published, in which the lines of project development were marked aimed at improving the processes of reception and integration of new neighbours.

Since that time, the entity has been developing different projects based on the needs of integration and intercultural coexistence in the environment from two lines of work:

- Integral accompaniment for the immigrant population, offering the necessary actions that guarantee their incorporation into the host society and participation in their reference environments, from language learning and cultural exchange, social and legal support, access to social resources, education and health until the acquisition of the necessary tools to access the labor market in equal opportunities with other citizens.

- Awareness of the environment, as a necessary pillar for intercultural coexistence, as an engine and provision of tools for dialogue and social participation, providing tools for the work of interculturality in the classroom, awareness in all agents and social resources of the environment, as well as the business fabric and incorporating the intercultural perspective in all the activities developed by the entity.

Within the context of community awareness and networking, in 2002 and until 2008, the “South Sense” Platform was started. Movement for intercultural coexistence and solidarity”, formed by entities that worked with immigrant population, from which different actions of reflection-action were developed (Local self-training plan on immigration“ Useras in plural”, incorporation of the intercultural perspective in the neighborhood parties in collaboration with the Municipal Boards, Publication of Usera Resource Guide), and concluded with the publication of the book of experiences “South Sense. Towards a global citizenship from the local”



ACTIVITIES THAT ARE DEVELOPED

- Accompaniment for employment, social support and guidance and legal advice



-Orientation and family support

-Cultural exchange and participation (linguistic support, neighborhood meeting spaces, joint design of intercultural community activities, promotion of the social participation of the immigrant population)

-Community intercultural awareness and mediation

THE PROJECT

With a character of local and community development, the social projects that the Association develops have evolved throughout its history to respond to the needs of the community that welcomes it.

Training, Employment, Gender, Education, Interculturality, access to Information and Communication Technologies, community work and participation become fundamental axes of our work.

Since 1999, San Fermín Project Association manages the Madrid-San Fermín Youth Hostel, within a third sector economic activity in a self-management model, which adds a peculiar identity and idiosyncrasy to the global project.

MISSION OF THE ENTITY

Asociación Proyecto San Fermín is a non-profit community development entity that promotes social integration and improves the quality of real and effective life of the population of the border neighborhoods of southern Madrid and the San Fermín neighborhood in particular.

The volunteers of the entity are those who altruistically, solidarity, free and committed, they decide to dedicate part of their time for the benefit of an activity framed within a project.

The objective of this volunteer plan is to offer the neighbors of the southern districts the possibility of volunteering in their neighborhood or district, doing so in a structured and organized way to ensure maximum benefit in all of them.

The entity understands volunteering as an expression of participation and commitment that helps to generate and transform the reality of the work with.

All persons over 18 years of age who are interested in participating can carry out support activities and programs developed by the entity, from collaboration and projects directed by volunteers, support in the organization of events and community activities, collaboration in logistics ... From the entity a commitment is requested to all those people who want to be part of this volunteer plan, which does not mean that they have to participate in all the activities and calls addressed to them.



as a citizen altruistic change and population we

have an interest tasks in the APSF, ranging exclusively



ASSOCIATION SAN FERMIN PROJECT IS COMMITTED

- Volunteer Initiation courses, aimed at people who start volunteering and prepare to join an association.
- Establish internal training and guidance systems suitable for carrying out the tasks entrusted to the volunteers.
- Ensure the performance of its activity in the proper conditions of safety and hygiene.
- Provide an accreditation that identifies you for the development of the activity.
- Sign a voluntary liability insurance policy and accidents.
- Issue a certificate that accredits the services provided.



THE VOLUNTEER PEOPLE ARE COMMITTED

- . Collaborate altruistically with the entity.
- Reject any financial consideration, both from the beneficiaries of the programs and from any other person related to their volunteer activity.
- They commit freely, not being coerced by anything other than their firm decision and social commitment.
- Participation must be real and effective.
- Commit to the mission and values of the entity.
- Participate in activities and programs open to volunteers.



ACTIVITIES AND PROGRAMS OPEN TO VOLUNTEERS

Neighborhood Library

The Neighborhood Library is a program managed entirely by volunteering, being one of the most consolidated projects. The work to be done in the library ranges from the reception and archiving of donations or new book acquisitions, to the management of the loan to children and adults, the organization of community activities such as the celebration of book day or entertainment activities to the reading.

Child Participation Space

Within the childhood programs that are developed in the entity, the work of the volunteers is very important, supporting the educators of the entity in the development of weekly activities as well as community activities aimed at children They develop in the district.

Gender Space

Within the gender project developed by the entity, the role played by volunteer women in it is very important, they are the ones that host new women to the Café spaces where women meet, share and propose the activities that They want to perform.

Barter of Knowledge



Volunteers share some knowledge (manual, craft, instrumental ...) with the rest of the participants.

Digital Literacy

Volunteers in this activity will teach a course of basic computerization of nine sessions to people at risk of social exclusion.

The Youth Hostel San Fermin, in Madrid, hosts 20 young people here, from Syria, Venezuela, Colombia and some african countries.

6.1.6. ANKER- REGENSBURG

AnKER-Center Regensburg consists of 3 Facilities/Buildings (of them school children/kindergarten children):

1. 520 Refugees from Iraque and Syria (26/41)
2. 330 Refugees from Ethiopia and Nigeria (13/11)
3. 50 Refugees from Moldavia (14/5)



Schooling Situation

-No preschool/kindergarten

-Primary/Secondary: Children attend regular schools outside the camp after 3 months after arrival (special regulation: according to law pupils should be schooled inside the camp)

-Vocational: Pupils attend classes/courses within the camp

Order and organization are very striking. There is maximum control in everything, it looks perfect but communicate a feeling of coldness and isolation. It's impossible to enter or to exit without control in and from the camp, as the security system uses fingerprints in every step. Refugees are lucky to be welcomed but they have no real freedom. This system probably reassures Regensberg citizens.





Intervenients:

Rosario M.G. Valastro, National Vice President of the Italian Red Cross

Vincenzo Lorefice, President of the Sicilia Regional Committee for UNICEF

Elvira Iovino, President of the Astalli Center of Catania
 Ivana Galanti, Direction of the C.A.R.A. from Mineo

Erminia Dell'Oro, Writer

Armin Greder, Illustrator

Fuad Aziz, Illustrator

Chorus performance directed by M^o Ata Pappalardo

The seminar “Oltre quell Mare” was a moment of reflection that led us to look at what is happening “beyond that sea”. Through the testimonies of those who have experienced the drama and those who do their utmost to help.

The escape takes place from countries

where the contexts do not make possible the continuation of the stay in conditions of normality. Those who escape from hunger, from wars and from persecutions have to be considered subjects that must be accepted.

We can't forget the words of our former President:

“I'm proud to be Italian citizen, but I also feel like a citizen of the world. So when a man in a corner of the earth struggles for his freedom and is persecuted because he wants to remain a free man, I am at his side with all my solidarity of citizen of the world”. Sandro Pertini (1896- 1990)





On Wednesday ,15th of October 2018 and during the 2nd Short Term Students' Exchange in Greece our school organized a seminar under the title 'My homeland is a sky without a passport'.



The poster features a background image of a person in a yellow thermal blanket looking out at the sea under a cloudy sky. On the left side, there is a white dove with an olive branch in its beak, flying against a blue sky. Text on the poster includes:

*“Πατρίδα μου είναι ένας ουρανός χωρίς διαβατήριο..”
Fereydoun Faryad*

“Μια Εμπειρία με και για τους Πρόσφυγες”

**Εκδήλωση- Συζήτηση
για το Προσφυγικό Ζήτημα**

**Τετάρτη 17 Οκτωβρίου 2018
18:00 - 21:00**

Διοργάνωση
13ο Γυμνάσιο Πάτρας




ΚΑ2
Ευρωπαϊκό πρόγραμμα
σύμπραξης σχολείων

ΑΓΟΡΑ ΑΡΓΥΡΗ
ΑΓ. ΑΝΔΡΕΟΥ 12 ΠΑΤΡΑ

Representatives from the 'Movement for the Defense of the Rights of Refugees and Immigrants' of Patras, a doctor member of the 'Hospital-doctors Union' of Achaia, a representative of the 'Refugee Center of Myrsini' of Ilia, a loyer from the Accommodation Center for unaccompanied minors of PRAKSIS (NGO) and the Refugee Education Officer took part and submitted their views and concerns on the refugee issue.

The 'Regional Director of Education in western Greece', the 'Deputy Mayor for Health and Social Policy of the Municipality' of Patras and the Director of the 'Secondary Education of Achaia' addressed a greeting and took a stand on the refugee crises.

This open to the public conversation was well received by the local community: Representatives from the municipality and the Region of Western Greece, journalists, teachers, students, parents ,friends attended the conference having the opportunity not only to be informed about the actions for the refugees specially in our area but to set questions on the refugee issue too. Thanks to this conference experts and the audience have been able to exchange their experiences, ideas and reflections.

All seminar- participants gave valuable support for the success of this meeting in order to understand and clear the refugees' situation in Greece and answering questions about:

- our national politics (Greek)
- the provision of medical and psychological support to apprehended migrants in the Detention Centers and the border police stations
- Health services support for immigrants and refugees
- consulting services for the empowerment and social integration of legal immigrants







Ms Natalia Momeñe, who is the coordinator of First Reception for Refugees' programme in the Red Cross in Madrid, visited our school to talk to our Secondary students about how they help refugees from the very first moment when they arrive in Madrid till they have to move to other provinces. Excellent job from the Red Cross covering all refugees' needs and our

students having asked her lots of questions to know more about our national politics concerning refugees.



She gave all partners, students and the Mayor of the Council of El Boalo, Cerceda and Mataelpino a speech about the refugees' situation in Spain during the 2nd Transnational meeting which took place in Madrid.





Program of Attention to Applicants for International Protection Red Cross Community of Madrid

THE VISION The Spanish Red Cross, as a voluntary humanitarian organization, deeply rooted in society, will give integral responses to vulnerable people from a human and community development perspective, reinforcing their individual capacities in their social context.

THE MISSION To be closer and closer to vulnerable people in the national and international spheres, through integrated actions, carried out essentially by volunteering and with a broad social participation and territorial presence.



Migrant people

Forced Refugee ---

Reasons for persecution or flight --- International Protection Process

Voluntary Immigrant --- Economic reasons or improvement of quality of life, --- Immigration procedures.

REFUGEE STATUTE People who have a well-founded fear of being persecuted in their country for reasons of race, gender or sexual orientation, belonging to a certain social group, political opinions, nationality, religion.

SUBSIDIARY PROTECTION They are not refugees, but they cannot return to their country of origin because there are well-founded reasons that it poses a real risk of suffering any of these damages.



Torture or inhuman or degrading treatment. • Serious threats against life or integrity as a consequence of situations of indiscriminate violence. ☐ Sentence to death penalty.

From the Spanish Red Cross we work to provide a comprehensive response to the applicants for international protection within the framework and protection of the General Program that the Ministry of Employment and Social Security has designed for the fulfillment of obligations both nationally and internationally that the State It has acquired with this group.



18 TO 24 MONTHS

Reception phase and diagnosis 1st reception

1st Phase- Welcome in the center

2nd Phase - Integration

3rd Phase- Autonomy

- Coverage of basic needs in a hostel or hostel. Duration of 30 days while applying for a place in a reception center.
- Coverage of basic needs in a flat / center Diagnosis and design of a social itinerary. Language Learning Adaptation to the environment and contextualization. Transversal Services
- Step to independent floor with financial support for rent and maintenance. Language learning and training continues Transversal services.
- Support in a timely manner with financial aid. Transversal services.

ABOUT US?

Psychologist,s Lawyers, Social mediators, Social workers, Labor technician, Translators, Volunteers with different profiles,Administratives.

PASSING PHASE: FIRST WELCOME Intervention aimed at covering basic needs in the first phase of the process Housing Housing Maintenance Social, health, psychological, legal assistance Accompaniments Management of different resources and referral to specialized resources Referral to the different participating entities (Asylum Office, Social Work Unit, specific specialized entities, etc.). Referral to temporary shelter resources.

FIRST WELCOME DEVICES Asylum Room Madrid Barajas Airport Adolfo Suárez 3 reception devices in three points in Madrid with a total of 300 seats.

1st PHASE: TEMPORARY WELCOME



Increasingly closer to people. Near public resources: Schools, health centers, sports centers, libraries, etc. Multidisciplinary team at the Local Assemblies. • Itineraries prepared together with the participants. • Language learning, training, socio-labor insertion. • Psychological and legal attention.

1st PHASE: TEMPORARY WELCOME. Fuenlabrada - 3 floors with a total of 13 seats. Local Assembly Fuenlabrada Local Assembly West Sierra Brunete - 2 floors with 4 seats each Madrid (Barajas and Carabanchel) - 12 floors with a total of 47 seats Madrid Pozuelo de Alarcón - one floor with a capacity for 6 people Local Assembly Pozuelo Colmenarejo - 3 floors with a capacity of 16 seats in total Local Assembly Galapagar Villalba - Center of 46 seats. In January up to 65 Total of 159 seats distributed in: Sierra Norte Local Assembly • Buitrago de Lozoya - Center of 23 seats • Local Assembly Villalba



2nd Phase - INTEGRATION . Currently about 120 people. Financial assistance • Itineraries developed together with the participants • Language learning, training, socio-labor insertion • Psychological and legal attention.


The journeys made, on numerous occasions, have left their mark on people because of the abuses, rapes and deceptions to which they are subjected.


And throughout that process ... What?

We work with people who have acquired rights of very different nationalities and cultural backgrounds. With a unique life history. With life projects and particular problems. Emotionally exhausted.

Humanity Impartiality Neutrality Independence Volunteering Unity Universality






 Erasmus+
An Experience with and for Refugees

SEMINÁRIO
Refugees - looking for a new life
9 maio 2019 | 15:00H | Europarque | Santa Maria da Feira

ORADORES
Marinha Portuguesa - Comandante Morais Chumbo
Alto Comissário para as Migrações - Núcleo de Apoio à Integração de Refugiados - Dra. Marlene Jordão
PAR Linha da Frente@Grécia - Dra. Ana Guedes e Dra. Ana Isabel Silveira
IPSS Pelo Prazer de Viver - Dr. Augusto Reis
Refugiada de Aleppo, Síria - Suriya Hussein



EUROPARQUE hosted on May 9, 2019, the Refugee Seminar - looking for a new life, on behalf of the Erasmus + An Experience with and for Refugees project.

The Seminar had speakers as the Commander of the Portuguese Navy Morais Chumbo, representative of the High Commissioner for Migration - Support Center for the Integration of Refugees - Dra. Marlene Jordão, Volunteer in Lesbos and Greece at PAR Linha da Frente @ Greece - Ana Guedes and Ana Isabel Silva, Director of IPSS For the Pleasure of Living - Augusto Reis and a proof of the refugee from Aleppo, Syria - Suriya Hussein.

One hundred participants (students, teachers, parents, authorities and community) were together to be more aware of the role of each public institution and to know the story of Surya Hussein, who flee, from Aleppo with their children and husband, and how she was integrated in Portugal.

Good practices for refugees integration and rescue.





The Situation of Refugees in the AnKER Centre Regensburg
**Situation der geflüchteten Menschen
im AnKER-Zentrum Regensburg**
am Donnerstag, 26. September 2019 von 19:00 bis 21:00 Uhr
im Melanchthon-Saal des Evangelischen Bildungswerks
in Regensburg, Am Ölberg 2

Podiumsbeiträge von:

- Bürger_innen-Initiative Asyl (BI Asyl)
- Campus Asyl
- Vertreter/in des AnKER-Zentrums
- Geflüchtete/r aus dem AnKER-Zentrum

Anschließend Diskussion

Unterstützer:

- Amnesty International – Arbeitskreis Asyl
- Bürgernitiative Asyl Regensburg
- Campus Asyl
- Ausbildung statt Abschiebung
- Refugee Law Clinic



Der Informations- und Diskussionsabend in deutscher und englischer Sprache (mit Simultanübersetzung) soll über die Situation geflüchteter Menschen im AnKER-Zentrum Regensburg aufklären.

Veranstalter:
Evangelisches Bildungswerk (EBW) gemeinsam mit der Realschule Obertraubling im Rahmen des von der Europäischen Union geförderten ERASMUS+ Projekts „An Experience with and for Refugees“.



All refugees will have to stay in so called "AnKER-Centers" first, where all departments are located (state department, application office) and will decide if they can stay. This can take up to 18 months. Children are not allowed to visit German schools and will be educated inside these camps, so no integration can take place. Up to 1500 people live in those camps - mostly separated on behalf of their nationality, their religion or ethnicity. This is a huge number and leads to conflicts inside these camps.

Refugees and NGOs claim

- that these AnKER-Centers are only for deporting refugees back to their home countries or the EU country they entered first (Dublin regulation) fast and easily,
- that decisions of the administrative court are not objective and ignore the unbearable conditions in the countries of origin,
- that AnKER centers isolate refugees from the society and make people depressed, sick, mad and aggressive
- that working prohibition is not legal. Everybody should be allowed to work and earn his or her own living. Refugees should be part of the society.

Campus Asyl:

- Fortunately there are good news as well. There are lots of organizations in Regensburg which are actually exceptionally friendly and supportive with regard to the integration of refugees. One of them is Campus Asyl.
- More than 150 students of the uni-

versity offer a big variety of support to refugees. CampusAsyl runs various different projects, for example German classes, various sports courses, music, child care, cooking and many more. They are all volunteers and have the ambition to help refugees, who live in Regensburg and Augsburg.

- There are as well other groups supporting refugees (civic initiative "asylum" in Regensburg, refugee law clinic, amnesty international for instance).





Public discussion: AnKER-Center



Public discussion: AnKER-Center



6.3. TEACHING/LEARNING ACTIVITIES

6.3.1. ITALY

From 22nd to 28th April 2018, Zaferana host students and teachers from the project.



23 April 2018 welcome at school



Workshop with Fuad Aziz, illustrator from Kurdistan



Fuad and his coloured house "The village of people"

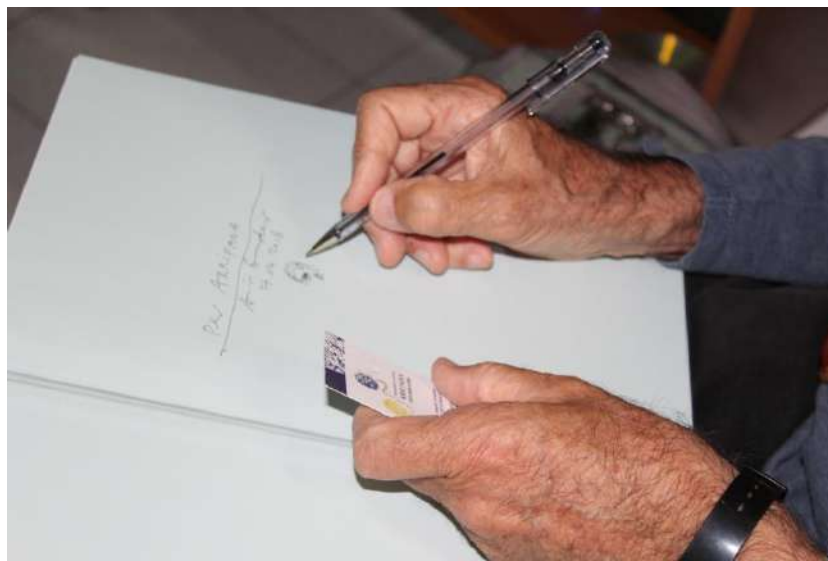


"Mediterraneo" Armin Greder exhibition





24th April - meeting with Erminia Dell'Oro, writer born and raised in Eritrea Meeting with Armin Greder, illustrator of the book "Mediterraneo"



Tuesday 24th April Armin Greder sign the book Mediterraneo



24th April lunch to Acitrezza, Riviera of Cyclops



Project meeting





Glad to exchange presents from our countries



It's time to taste the cake!



25th Trip to the beautiful Taormina



A wonderful view of Etna from the Greek theatre



The beautiful "Isola Bella"



Thursday 26th April meeting with the Mayor





Thursday 26th April Excursions to Mount Etna , one the most active Volcanoes on the earth (altitude of 2900 metres)



Black sand from Etna

Thursday 26th April Visit to the “ Astalli Centre “ for the reception of refugees in Catania



Italian language lesson at the Astalli Center



Talking with Elvira Iovino, President of the Astalli Center of Catania Sightseeing train



Thursday 26th April



Friday 27th April Visit to C.A.R.A. of Mineo camp



Friday 27th April It's time to paint together



Everyone paints his thought with colors



Friday 27th April trip to Ortigia- Syracuse



Visit to the archaeological park of Syracuse



Erasmus+



Friday 27th April Tired but Happy! Dinner to “ Parco dei principi” and delivery of certificates. It’s time to say GOODBYE!



6.3.2. GREECE

A rich program of events and activities took place in the 13th Gimnasio of Patras (October 2018), in the city center and in various places. The whole effort received enthusiastic comments and warm congratulations from the authorities and the municipality for its quality and organizational excellence.

The program during this week included actions in order to raise awareness of the student community and the wider community, contacts with refugee issues, open events, workshops and guided tours. In particular:



The welcoming of the foreign delegation at our school with the presentation of choral songs, traditional dances, gift exchange and lunch offer prepared by the students and their parents.



Working meetings of the pedagogical groups of the Erasmus+ program



Interactive meetings in Patras center including activities of acquaintance and interaction between Greek, foreign students and unaccompanied minor refugees hosted at the PLUS(+)Home of the NGO PRAKSIS



Visit to the Town Hall and a warm discussion with the Mayor about the refugee issue in our area





Simulation workshop “The passages” a human rights and refugee awareness project which includes theater and educational drama. Collaboration with the Hellenic Theatre/Drama & Education Network and the UNHCR UN.



Visits to the Archaeological Museum of Patras and the Archaeological Sites and Museum of Ancient Olympia



Conference about the refugees problem in Greece titled “MY HOMELAND IS A SKY WITHOUT A PASSPORT” (Auditorium “Agora Argyri”)





Visit to the refugee camp of Myrsini /Ilia



Theater workshop in collaboration with the art studio "ORO-paidio"



Visit to the historic town of Nafpaktos and its Castle



6.3.3. PORTUGAL

From 6th to 10 May 2019, Portugal held the 3rd Learning/Teaching activity. We can find some activities organized by the portuguese Erasmus+ team.



Oporto visit

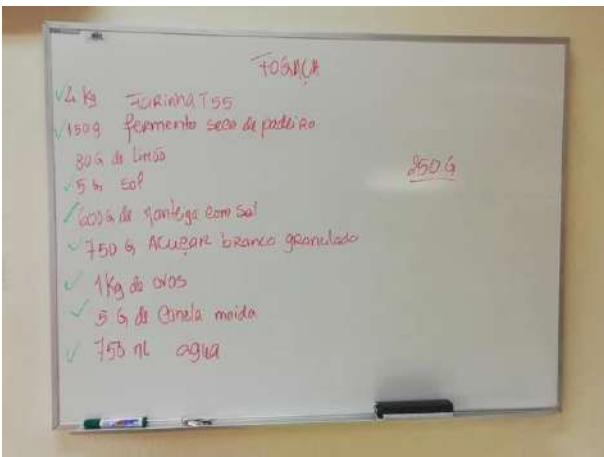


Arts workshop





SOS Racism workshop



Fogaça Workshop





Meetings



With the Mayor of Santa Maria da Feira



Seminar



Drama workshop



Meals





Oporto visit



Santa Maria da Feira Castle





Host families



6.3.4. GERMANY

With and for Refugees at the secondary school Obertraubling

What does AnKER Center mean? Why are people drowning in the Mediterranean Sea? Are we dealing with refugees as we would have to do according to our German and European values and laws?

In addition to actions at their own school such as cooking and pottery with refugee children, a fundraiser for clothing, toys and stuffed animals, self-made videos and much more, the ERASMUS + project is above all about getting to know the refugee situation in the partner countries, to exchange views and find practical solutions.

At Realschule Obertraubling twelve teachers and 20 pupils from all countries met at the end of September 2019 for the last week of the project to understand the situation at the AnKER Center Regensburg during a visit and discussed this in a conference organized jointly with the Protestant Educational Center with representatives of the citizens' initiative Asyl Regensburg, the management of the AnKER Center, a representative of CampusAsyl and a refugee from Ethiopia.

The description of several times a week held deportations with strong police operations, which cause extreme pressure and great fear among the inhabitants of the camp and especially with the children, as well as the work ban and the residence requirement, which lead to boredom, depression and aggression, disturbed many of the 120 listeners.

The planned schooling of children within the institution and no longer at regular schools promote the isolation of children and aggression in their parents, so the statement of the representative of the citizens' initiative asylum.

In addition, the founder of the sea rescue organization Sea-Eye, Michael Buschheuer, described the terrible situation in Libya and in the Mediterranean to all students of the 8th to 10th classes in the auditorium and demanded that everyone had to think for themselves whether the people do not care, or if you feel responsible for it. Everyone could do something for refugees, whether in the Mediterranean or here with us.

The students took great part in all the actions and then developed different solutions in a two-day workshop. For example, to increase regular contact with refugee children in sports and music activities, to invite refugees to the school, to reduce the length of stay in the AnKER center, to give refugees a training or work permit in an uncomplicated manner, regardless of whether they are allowed to stay in Germany or not.

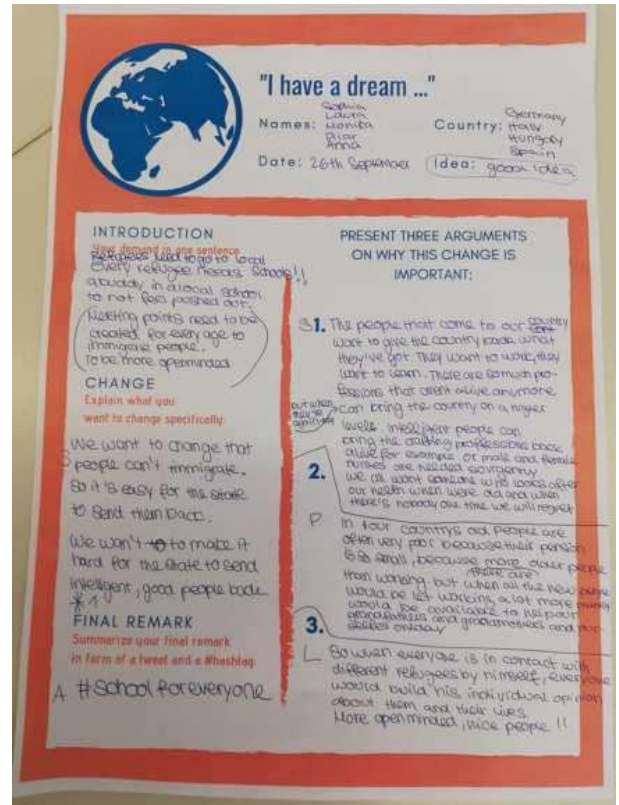
The fact that many friendships arose during this week and everyone enjoyed the time in Obertraubling, was shown at a big party, where the children's host parents prepared a delicious Bavarian buffet and after handing over the certificates and watching a movie, which arose this week, all still danced and celebrated a long time.







Workshop "I have a dream ..."



Workshop "I have a dream ..."



Sea Eye - Presentation and Donation



7. THE ROLE OF SCHOOLS

Erasmus+ “An Experience with and for Refugees” is a European Project, co-funded by the European Commission that has aimed to understand the perception of refugees in each member country and has promoted awareness by developing activities like seminars, interviews, lectures and solidarity events in order to build a more just, humanitarian and kind world.

Our schools, with this project, have wanted to inculcate our students awareness of this problem and they have realized that it has been absolutely essential for the refugees to have found shelter, support and an opportunity for integration in the places they have ended up living. However, we shouldn't forget the need to face the causes of all this violent displacement. Poverty, war, authoritarianism and bigotry should be replaced by peace, democracy, solidarity and development. Thanks to this project we hope that our students are the beginning of a better near future generation.

The participation of our schools in this Erasmus+ program was an opportunity and a starting point for the creation of another better and feasible future for the young people of Europe, for the future of sensitized active citizens.

We have managed to develop a culture of cooperation and to exchange good practices between students, teachers, parents (ours and other countries) to achieve common goals. We shared experiences with fellow teachers and students from partner countries (Portugal, Spain, Germany, Italy, Hungary) on education systems, infrastructure, school community activities and the local community's policy pursued in tackling the refugee issue and the social integration of refugees.

At the same time, we learned about the management and policy of their countries regarding the refugee issue and the implementation and enforcement of international and political decisions of the European Union on the mobility of refugees.

We have known and developed: collaborations with voluntary non-governmental organizations as well as government agencies and organizations dealing with the refugee issue. We exchanged experiences with them and co-organized events, interviews, seminars, workshops, lectures, discussions, events, actions and solidarity events in order to build a socially fair, solidarity and peaceful world.

We promoted and cultivated in students the collaborative and participatory learning and the meaning of teamwork and the strength of collective effort by applying the "teamwork" method and many other experiential learning techniques.

Through these learning techniques students managed to know each other better, they analyzed the Convention on the rights of the Child, to have been more aware of human rights using experiential workshops, they improved humanitarian skills, they provided help by collecting food, clothes, toys and medicines for refugees.

Our students came in contact with real situations and events, visited refugee camps, accommodation structures and refugee/migrant camps and their living conditions, and suggested solutions to improve their lives in the present and in the future. At the same time, they listened to the personal life stories of refugees, volunteers and professionals who offer services and deal with adult or unaccompanied minor refugees.

Through the exchanges and visits, they came in contact with different cultures, practices, customs, traditions and cultures of other people that led them to understand and respect “the other and the different”. They gained or improved their empathy and were able to transform attitudes, attitudes toward refugees, diversity, discrimination, racism, xenophobia, marginalization, and the ability to take a stand against fascist regimes.



At the same time, they understood the need for participation in demanding and ensuring better living conditions for all human beings.

All of us who participated in this project improved English as a foreign language, developed communication skills, artistic expression and emotional intelligence, improved our skills in new technologies (ICT) by collecting, processing data, ways and techniques to present research results and creating video or other audiovisual materials.

There are a lot of people in need who cannot fight for their own rights so they need other people's voices to help them to solve the complicated situation in which they are immersed.

Thanks to this great project, teachers, students and parents of this programme have been able to exchange their ideas and experiences and it has been the starting point to have raised awareness and increased participation so that all of us together have been able to work towards the elimination of the causes that have forced people to flee their countries and homes!

An important achievement of the project was the knowledge and recognition of the causes of the refugee crisis (political, religious, social, economic, rights violations, countries in war, etc.), in order to push for a change in the policies and strategies of the European Union and to eliminate inequalities and causes of the refugee crisis.

Finally, to understand better the need for the deepening of democracy and the peaceful coexistence among people. This is the only way to fight for the values of enlightenment within the European Union.

We are very proud of having taken part in this project which has aimed to have given all of our students, teachers and parents the chance to learn about this global problem and how their own country and others in the European Union have been resolved to aid these communities.



All students from kindergarten and primary schools studied the Children’s rights and made drawings concerning that topic. All the works were gather on a video that was showed at the Unicef Seminar, at the Cultural event with 900 people and exhibited on the main school.



Students from Clube de Leitura (Reading Club) and Citizenship and Development Subject prepared amazing Tondoo works.



Students from the Youth Professional Course prepared a clear vídeo about Refugees (origin, routs, problems, ...)



Five logos were presented. Escola Básica de Arrifana e Escola Básica de Milheirós de Poiares voted for the best. The logos were developed on Arts Subject.





The Portuguese Logo was selected for the project. The winner was the portuguese logo designed by Nadia Sá, from the 7th grade.

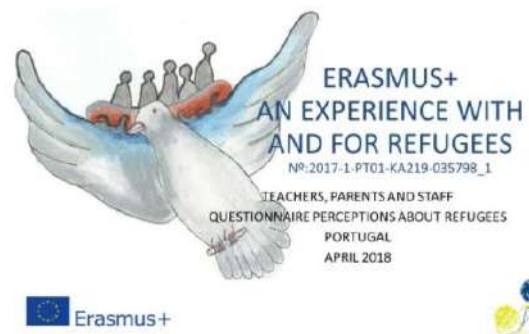


In Portugal we organized a Seminar with UNICEF on 16 March 2018, with the participation of 200 students from the 4th and the 5th grade and youngsters from the youth professional course. Previously all the students from kindergarten and primary schools studied the Children's rights and made drawings concerning that topic. All the works were gather on a video that was showed at the Seminar. Students from the professional course prepared a video concerning the refuges crises that was showed also. It was an impacting moment, because all the students knew the topic very well. It was the first time that UNICEF came into the north of the country.





Marathon of Letters – International Amnesty -Our school participated in this initiative, promoted by International Amnesty. The school community signed letters, in order to call to an end to the violation of human rights.



The first questionnaire was applied to students, teachers and parent, on April 2018, to know the perceptions about refugees.



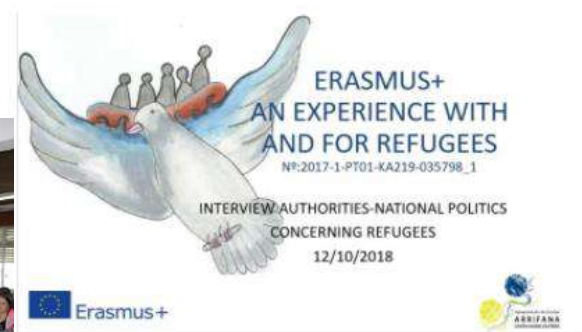
On 7 July 2018 we organized a meeting with parents, students and community to disseminate our project and present results and activities.



The portuguese Erasmus+ Team invited Roberto Carlos Reis that belongs to the Municipal office for Migration. 102 students were participating on this activity.



INTERVIEW AUTHORITIES-NATIONAL POLITICS CONCERNING REFUGEES



Erasmus+
An Experience with and for Refugees



Este projeto tem como objetivo primordial a tomada de consciência para a crise humanitária atual dos refugiados e decorre desde 2017 por um período de 3 anos.

Foi aplicado um questionário, elaborado em colaboração com a Faculdade de Psicologia da Universidade do Porto, para se conhecer a perceção que alunos, professores e pais têm acerca dos refugiados e estudados os resultados nacionais (Portugal, Espanha, Grécia, Itália, Alemanha e Hungria) e comparadas as respostas entre países. Razões políticas, geoestratégias, económicas e religiosas têm sido apontadas para diferentes opiniões em contextos tão diferentes. Pretende-se aplicar o mesmo questionário no final do projeto após se terem dinamizado várias ações com vista a uma maior aceitação dos refugiados em cada um dos países envolvidos. Espera-se que a atitude das comunidades seja de maior disponibilidade e tolerância para com os refugiados.

Até 2021 serão realizadas atividades de ensino/aprendizagem e reuniões transnacionais permitindo a mobilidade de 12 alunos para conhecimento de outras realidades, nomeadamente a visita a campos de acolhimento de requerentes a asilo político em Itália e na Grécia.

Seminários, reuniões, campanhas solidárias, concursos e exposições são outras atividades em destaque.



Erasmus+

We presented the project at XII Jornadas da Educação (11/10/2018– 13/10/2018), by our librarian teacher Olívia Brandão.



Students from Curso Profissional Técnico de Juventude presented the results of the questionnaires to the other students.



Every year, in November, we had our Award Ceremony where our students presented some plays about Refugees and Human Rights. We had the mayor of Santa Maria da Feira and 490 students, parents and elements from the community.



A video was made by students to present national and international politics related to refugees.





The 6th grade made some works about their perceptions about refugees.



Students from primary and all levels prepared the activity IF I WERE A REFUGEE.





Discussion with Member of EU Parliament



Donation Campaign for children in refugee camp in Regensburg



Lapbooks "If I were a refugee - what would I take in my backpack?"





Crafting with refugee children

”



FilmProject “Salim fleeing from Syria to Regensburg



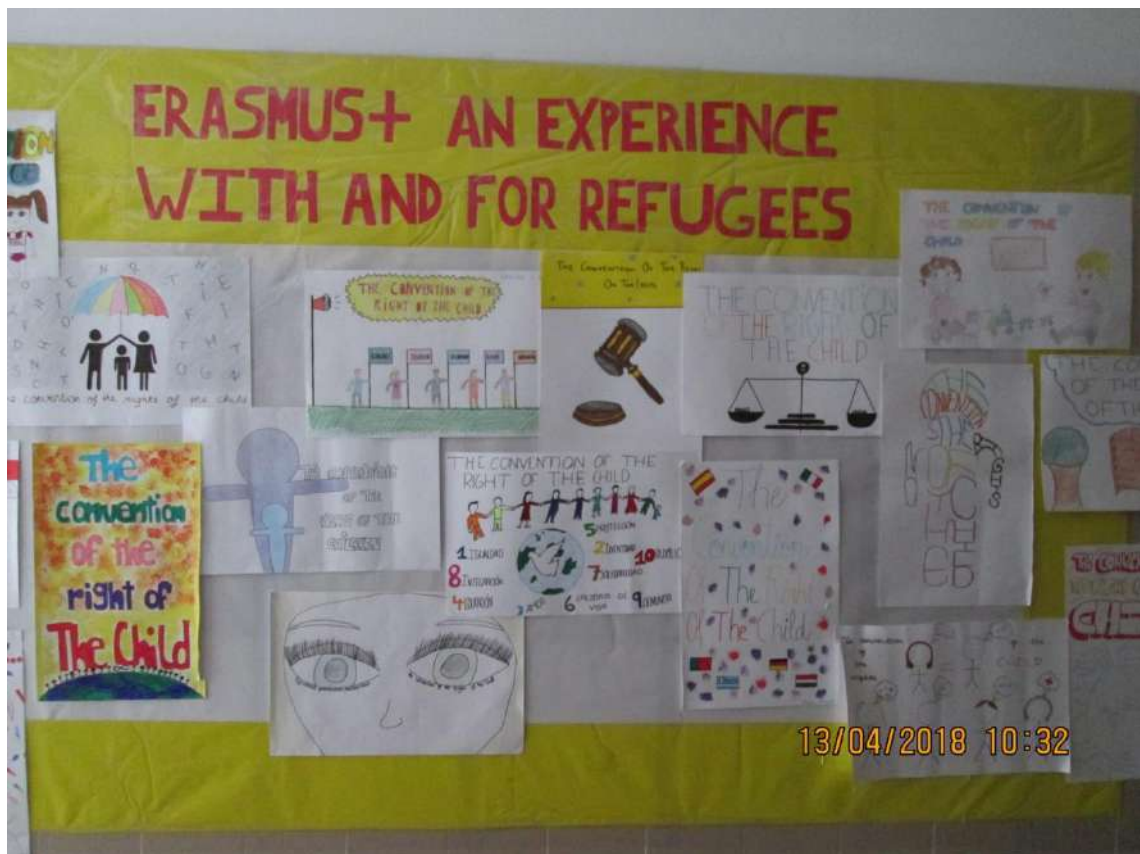
Baking Christmas cookies with refugee children

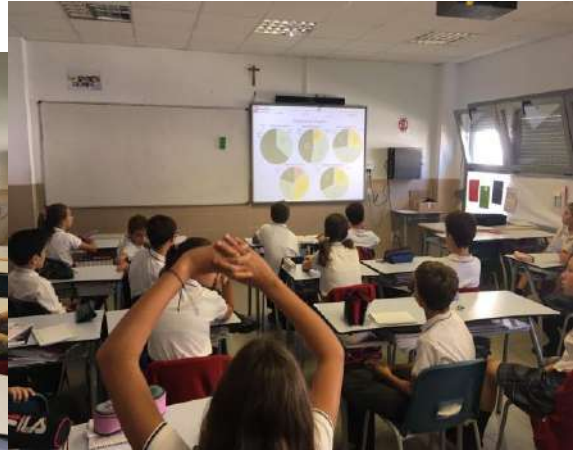




Theater about refugee camp AnKER Center Regensburg

SPAIN





Our students talking about the results of the questionnaire about refugees





3 October National Day in memory of the victims of immigration



If I were a refugees - reading " Il viaggio di un violoncello" di Fuad Aziz





Meeting the association “ Nessuno è straniero” (no one is a stranger)



Refugees from CARA di Mineo at school , together for a singing rehearsals





20th June: singing together for the World Refugee Day



Choir performance for UNICEF





The dream of martin academy at the end of the year



GREECE

In the three-year implementation of the Erasmus + KA2 program, our team came in contact and collaborated with several persons as well as with public and private organizations that provided significant assistance in our work.

- Chariklia Vlahou, activist who operates in cooperation with international and government agencies under the auspices of UNHCR, in support of child - unaccompanied refugees
- Jalal Qaniry. Palestinian refugee who lives in Greece and is active in supporting refugees.



Interview of our team with Chariklia Vlahou and Jalal Qaniry

"Movement for the Defense of the Rights of Refugees and Immigrants of Patras"



Visit to the hangout of the "Movement for the Defense of the Rights of Refugees and Immigrants of Patras"



Intervention of Mr. Nikos Papageorgiou, member of the "Movement" in the conference organized by our school on the refugee issue.

- Region of Western Greece





Municipality of Patras

Speech by the representative of the Region of Western Greece at the conference organized by our school on the refugee issue.



Meeting of our team and our guests from the four countries participating in the Erasmus + program, with the Mayor of Patras at the City Hall.



Intervention of a representative of the Municipality of Patras during the seminar organized by our school on the refugee issue.

Regional Directorate of Primary & Secondary Education of Western Greece



Intervention by Mr. Konstantinos Giannopoulos, Director of the Regional Directorate of Primary & Secondary Education of Western Greece, during the seminar organized by our school on the refugee issue.



Directorate of Secondary Education of the Prefecture of Achaia



Intervention of Mr. Georgios Afratis, Director of Secondary Education of the Prefecture of Achaia, at the meeting organized by our school on the refugee issue.

Environmental Education Office of Secondary Education of the Prefecture of Achaia



Participation of the students of the Erasmus + program in volunteering activities in the context of Environmental Education

EU Delegation Office in Greece (Athens)



A typical example (power bank) from a part of the logistical support of our team from the Office of the EU Delegation in Athens.



NGO PRAKSIS An organization which is active in the protection and social integration of unaccompanied minor refugees



Our team and our guest students from the partner schools participating in street activities and artistic partnership activities held by PRAKSIS, together with young refugees, who are living in the structure of the NGO PRAKSIS in Patras.

Open Refugee Hospitality Structure (Eleonas Attica)



Photos from the visit of our Erasmus+ team in the Open Structure Refugees Hosting in Eleonas, in Attica region.

Open Refugee Hospitality Structure (Myrsini, Ilia)



Visit of all participants in the Erasmus + program at the Center for Hospitality of Refugee Families in Myrsini, Ilia.



Tasos Giakoumis Member of the Association of Hospital Doctors of Achaia and member of a voluntary medical mission in the refugee reception centers in the Aegean islands.



Photos from the interview given by Mr. Giakoumis to the students of the Erasmus + team at our school, as well as from his intervention at the conference we organized for the refugee issue.

Panhellenic Network for Theater in Education in collaboration with the UNHCR Commissioner for Refugees





Experiential workshop "The Passages", part of a program to raise awareness about human rights and refugees, implemented at our school by the Panhellenic Network for Theater in Education in collaboration with UNHCR.

Artistic Action Venue «oroPAIDIO»



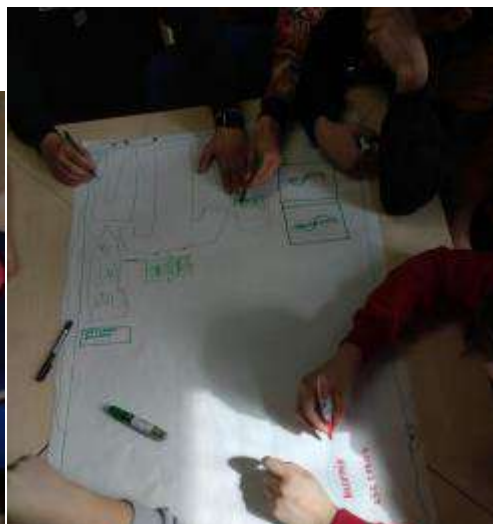
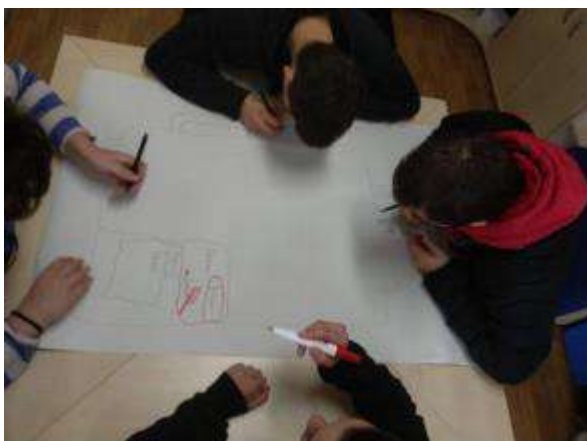
Artistic activities and theater games in the artistic venue 'oroPAIDIO "

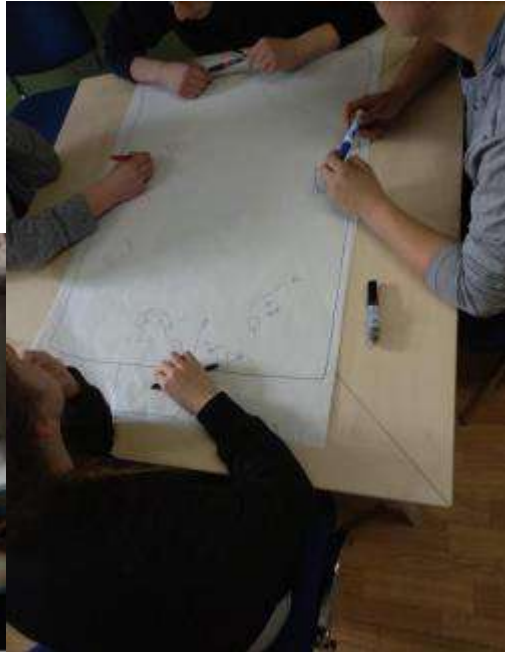


IF I WERE a REFUGEE (what should I took on my backpack) In the first few minutes we organized an sensitizing ice-breaking.



After we divided the students in four groups. They began to speak with each other what happens if they have to leave their house quick and unpredictable.





With big white papers, pencils and different colors and each children draws what they would take on a mobility across the ocean.





Interview authorities-national politics concerning refugees

Andrea Aradi was a police officer last year. So we asked her about the current situation in Hungary according migration



She explain us what kind of work the border guard is doing at the border. She shared the latest news with us.

Police officers serving at Bács-Kiskun County Border District on May 1, 2019, arrested 12 foreigners in the Hercegszántó administrative area at 22:00. Men declared themselves Turkish and Afghan citizens. Just three hours later, on May 2, 2019, at 1:25 pm Kelebia Border Police Station At the Railway Border Crossing, police officers arrested five foreigners, who are themselves Afghan citizens, in search of a train from Serbia. Men were trying to get to Hungary illegally by hiding between a freight train load. The migrants could not prove their identity or the legitimacy of their stay in Hungary. According to the Hungarian legislation in force, the police returned the groups to the temporary security lock. 16 illegal migrants tried to enter Hungary illegally. Police officers serving at Bács-Kiskun County Border District On May 2, 2019, 16 foreign men were arrested in Hercegszántó, who declared themselves as Afghan citizens. The migrants could not prove their identity or the legitimacy of their stay in Hungary. According to the Hungarian legislation in force, the police will send the group back to the temporary security lock.



8. QUESTIONNAIRES RESULTS

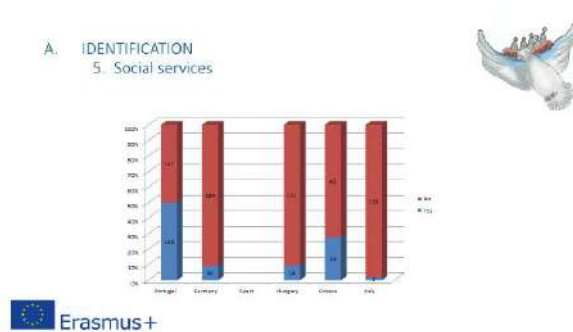
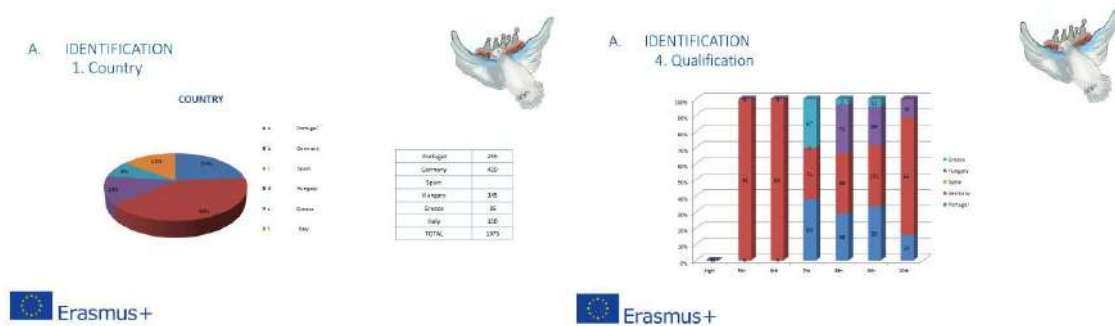
On the beginning of the project, a questionnaire was built with Mariana Rodrigues, that makes research for the Faculty of Pshycology of Oporto University. The questionnaire was divided is diferente parts:

- A. Identification
 - b. Perception about refugees
 - c. Interest and the atention on refugees issues
 - d. Support refugees
 - e. Refugees integration

The aim of this questionnaire was to know the perceptions os the community related to refugees comparing the results from the beggining of the project and the end of the second year.

The results were very interesting, and countries like Hungary and Germany are more influenced by political and cultural issues and they are not so sensitive to refugees problems. On the other side, countries like Greece and Italy, due to the refugee's arrivals to their borders show a high level of solidarity.

Questionnaires were apllied to students, teachers and staff (QUEST1) and at students (QUEST2).



In Portugal we noticed similarities between the results between QUEST1 and QUEST2 in almost every items.

We noticed an improvement on the results between QUEST1 and QUEST2 on the following questions:

- At school, teachers present different perspectives about refugees when they explain the issue in their classes
- Your family would be open to give support to refugees by giving...
 - Proper housing (helping them to search for a house, host them at your home)
 - Participate in a refugee's camp as a volunteer or in a supporting institution
 - Participate in a refugees support demonstration
 - Get money or other materials (clothes, shoes, blankets) to support refugees
 - Participate in a campaign to create awareness and information about refugees
 - Sign a petition to support refugees
- To know what you think about refugees integration
 - If refugees come to live in your neighborhood they would be well treated by people
 - There are lots of ways for a young person like myself to make a difference about refugees
 - I feel that I understand well the problems that refugees stand leaving their own countries
 - Youngsters like me have the capacity to do something to help refugees
 - I feel that I know the conditions and difficulties experienced by many refugees when they leave their own countries
 - Everyone should do something to promote the wellbeing of refugees
 - Schools should have the obligation to inform and clarify students about refugees
 - Social network (TV, newspapers, Facebook, etc) are the main sources of information about refugees
 - The Portuguese government has an important role integrating refugees in the country
 - Refugees are well hosted and supported by the European Union



This presentation is developed in two lines of work, on the one hand, a comparison is made of the results obtained in the four courses in which it has been held. On the other hand, we analyse the changes that have occurred between the survey carried out in September 2017 and June 2019.

In general, curiously, the results obtained are quite similar in the two surveys carried out and in the different courses, except in some cases that we will analyse below, taking into account that both statistics have been used, as shown in the tables presented, of very similar levels in terms of participation by class and by gender.

The analysis indicate, in general lines, they denote a good level of tolerance and high integration of the students regarding the refugee problem, although without showing excessive interest.

Regarding the four sections analysed, we indicate the following conclusions, at a qualitative level that we have carried out, and which are still subjective evaluations, without wishing to undertake more specific studies:

1. About sentences that reflect what people think about refugees.

- The vast majority of participants in all courses agree that refugees have the same rights and duties as nationals. That they have powerful reasons for having had to leave their countries of origin and that they have every right to receive an adequate education exactly like any other national student.
- Most of the participants do not lean in favor or against refugees being dangerous people or bringing their own problems to our country and generally posing a risk to the safety of the Spanish. Nor do they speak out for or against refugees developing their own cultures in our country.
- There are differences by courses when it comes to agreeing on the convenience of studying their native languages at school, in the higher courses the opposition is accentuated, in the same way it happens when considering giving them benefits or aid for access to the university or that have political representation at the national level.

2. On the sentences that reflect the interest and attention on refugees issues.

- In general, in all the courses there is little interest in talking about refugees, neither in circles of friends nor family, nor in school, nor in the media.
- Neither are they a regular source of search on the Internet, nor is there much talk about them in the e-mails that are regularly made, Facebook or Twitter, nor are they the focus of discussion or controversy in our relationships on the Internet.
- There is a certain disparity of opinions when evaluating class discussions and even the opinion they see in their teachers.

3. On the sentences that reflect the desire to give the necessary support to refugees.

- There is a timid predisposition to involve families themselves in helping refugees to find housing, food and introduce them to the labor market. This trend is attenuated in the 3rd and 4th courses.



- There is also no clear intention to participate in any refugee camp as a volunteer, or in any demonstration of support or in the campaigning to obtain benefits for the refugees.

4. On the judgments that analyse the opinion that we have on refugee's integration.

There is some skepticism about the knowledge and information that exists about the conditions in which the refugees are, this opinion is accentuated with age.

- In general, it is believed that the integration of all refugees would be good and they would be well treated, both at school and in their residences.
- In general, the decision of the refugees who have chosen to leave their respective countries without wanting to enter to assess their reasons, or the problems they may have suffered in order to make this decision, is respected.
- They also seem to disagree that the state government is the most important means of establishing aid to refugees, here if there is some difference with the previous survey in which the majority agreed.



GERMANY

Data analysis show slightly better attitudes of students towards refugees and the understanding that the reasons of flight (war, lack of food, terror, totalitarianism instead of democracy, natural disasters, climate change) are not of the refugees' own decisions but often caused by the first world's influence. Taking into account that politics made a huge effort in preventing more refugees from entering the EU/Germany and that empathy wasn't boosted any more (quite the contrary) this is a fairly good result.

Results are also more realistic and specific (e. g. awareness that ability of speaking the native - in this case - German language is absolutely vital for fast and effective integration and that therefore more language classes are necessary).

Additionally there is a bigger motivation among students to help and support refugee children and also an increasing insight that supporting refugees is not only a personal issue but improves the vitality of our society.

GREECE

Regarding the comparative results, some factors that should be taken into account because they created objective errors are as follows:

1. Both questionnaires were not completed for objective reasons by the same students.
2. As a result was the misunderstandings of the new students regarding the concepts 'refugee', 'immigrant' and vulnerable groups. Concepts that were clarified during the implementation of the project.
3. From the sample of students who completed the questionnaires, 30% were students who participated in all the activities of the program and 60% were students from the rest of the school community who participated mainly in the diffusion activities.

After analyzing all the sections of the questionnaires we came to the following important and positive conclusions:

- Students in the same fairly high percentage (75%) believe that refugees should have the same rights as nationals.
- We also see a small increase in the percentage of those who agree that refugees are transferring their problems to our country and that is why they are seeking a solution from the governments and the European Union. More than half now have a more balanced view of our country's economic burden on refugees, which is related to funding from European funds and implementing programs for the refugee crisis.
- More than 8% of students now believe that their culture will be positively influenced by that of refugees through the exchange and dialogue of cultures, customs, but without the imposition of mutual respect and the protection of individual rights. The threat to the country's security from refugees, as the view of the theory of strategic alteration and conquest of Europe by Muslim refugees remain at the same very low levels.
- The vast majority of participants in all courses agree that refugee children should have equal opportunities in education and their parents should receive the same salary as nationals for the same job enjoying all employment rights and obligations.



- Large percentages of students claim that refugees must learn the language of the host country, so that they can integrate more easily and effectively into social reality. The vast majority of students believe that this is the only way to know the traditions and culture of the host country more easily.
- A large positive change of attitude and an overwhelming majority of students are recorded in the Right to Reunification of Refugees with their families living and working abroad.

After analyzing the results and the discussion that followed with the student community, we found out that our students show better attitudes towards refugees. They seem to understand in a positive – constructive way their experiences, problems and needs and are willing to support and help them.

ITALY

Before analysing the results of the questionnaire it should be noted that our children are the youngest of the project (from 8 to 10 years old), so they needed to be followed with the reading and explanation of the most complex questions, sometimes not suited to their age.

In relation to this factor, the outcome of the questionnaire was particularly satisfactory: the first questionnaire (given to children in third, fourth and fifth classes in September 2017) has shown children great sensitivity and desire not only to understand the situation of refugees, but also to do everything possible to improve it.

In the second administration of the questionnaires, 8 years old third-class children were excluded as they were assessed not to be mature enough compared to children in the previous third-class. That's why there is a difference between the number of questionnaires of the first and the second administration.

The comparison of the results shows:

- an increasing awareness about the life and the problems of the refugees
- a growth of thought towards refugees in relation to the concept of equality in rights and duties;
- the growing desire to do one's part to welcome refugees and improve their integration process.

We believe that this is due to the numerous actions carried out by our school: meetings with refugees, reading of texts on the theme of immigration and meetings with authors, workshops etc.

We believe that this is the success of our Erasmus Project.



PORTUGAL

All migrants and asylum seekers currently living in Portugal are to be treated as permanent residents during the coronavirus crisis, the government has announced. The changes, announced, ensure foreigners who are still in the middle of applying for official documentation can still access life-saving public services.

They will need only to provide evidence of an ongoing residency request before they can use the country's health service, welfare system, bank accounts, and work and rental contracts.

Claudio Veloso, spokesperson for the Ministry of Internal Affairs, said the new rules would be apply from 30 March 2020.

"People should not be deprived of their rights to health and public service just because their application has not yet been processed," he told the Reuters news agency. "In these exceptional times, the rights of migrants must be guaranteed."

The policy is not purely philanthropic: if implemented correctly, officials hope it will help prevent contagion by reducing contact between border control staff and applicants.

SPAIN

In response to the COVID-19 pandemic, the Spanish government introduced a state of emergency through a Royal Decree on 14 March. Additional emergency measures were announced on 20 March to ensure the safe running of the procedures for the integration of migrants and asylum seekers, generally **suspending administrative deadlines for the duration of the pandemic**. As a result:

- All residence permits expiring during the state of emergency remain valid;
- Applications for new permits can be submitted only for exceptional reasons;
- Permit application submitted before 14 March with positive outcomes are finalised. In case there is a need for additional documents, the procedures have been halted, and supporting documents which have expired during the state of emergency period will also be accepted.

The functioning of the National Reception System of International Protection has also been adapted to the emergency situation through special measures, including:

- The temporary suspension of refugees and asylum-seekers' obligation to have valid documents in order to continue receiving aid covering their basic needs; the suspension comes as the renewal of those documents is not currently possible;
- Interviews with refugees and asylum seekers who have applied for such aid are currently taking place over the phone, with simultaneous interpretation provided, in order to assess the applicants' degree of vulnerability and prioritise access to the system for those most in need;
- Asylum seekers who have not been able to submit their official asylum applications yet could request access to and benefit from the system during the pandemic;
- Except in cases of extreme vulnerability, all transfers and referrals of beneficiaries of the system to temporary reception places is suspended.



AIDA 2019 UPDATE SPAIN:

The **updated country report** on Spain documents the most recent developments in the Spanish asylum system, i.e. legislative and practice-related changes in the asylum procedure, reception conditions, detention and content of international protection. It demonstrates that Spain still faces important difficulties in adapting to the increase of new arrivals and the number of applications for international protection.

Access to territory

Refusal of entry, collective expulsions and push backs persisted throughout 2019, as a result of which asylum applicants resort to dangerous practices and put their lives at risk to access the territory. While the European Court of Human Rights (ECtHR) judgment of February 2020 in the case of *N.D and N.T v Spain* failed to condemn Spain for such practices, civil society organisations and other actors have continued to raise serious concerns and to document the numerous incidents occurring at the Spanish border.

Asylum procedure

The average processing times of asylum claims (which can reach up to 2 years), the significant increase of the backlog of cases (111,740 at the end of 2019 compared to 68,779 at the end of 2018) as well as the quality of the asylum procedure continue to be heavily criticised. The situation of vulnerable groups is of particular concern as identification and referral mechanisms are still lacking. More particularly, several NGOs have qualified the lack of support to victims of human trafficking as one of the most important issue in 2019, despite the Government's efforts on the matter.

Reception and detention conditions

The lack of reception capacity also persisted during 2019, resulting in destitution and homelessness for many asylum seekers, including unaccompanied children. The reception conditions did not improve and have been qualified as "meagre" by the Spanish Ombudsman and even as a "humanitarian catastrophe" by the Treasury Office of the Government of Melilla in the case of the centre *La Purisma* which accommodates children in violation of their dignity and basic needs. Similarly, the conditions in the Detention Centres for Foreigners (CIEs) continue to be closely monitored by several actors, including the media, and indicate prison-like, unsatisfactory and inhumane conditions, thus resulting in tensions, riots and protests.

Content of international protection

On 5 March 2019, the Inter-Ministerial Commission of Asylum (CIAR) introduced a policy granting one-year renewable residence permits "on humanitarian grounds of international protection" to Venezuelan nationals whose asylum applications have been rejected between January 2014 and February 2019. As a result, the number of humanitarian protection status (35,237) exceeded by far the number of refugee status (1,660) and subsidiary protection status (1,569) granted by the Office of Asylum and Refuge (OAR) in 2019.

Covid 19-measures

Following the outbreak of COVID-19 in Spain, the Government declared the State of Alarm on 15 March 2020. Some of these measures and their impact on the asylum system and migration context have been summarised at the beginning of the report and explained further where relevant.

ITALY MEASURES FOR REFUGEES DURING COVID-19

Italy is one of the worst-hit countries in the ongoing global crisis with the novel coronavirus Covid_19. So, because of ongoing quarantine measures, most Italian government departments are now effectively closed,



but, being Italy on the front-lines of migration to Europe, many asylum seekers are now finding themselves in particular need of help.

The role of institutions

“MIT-HEALTH-INTERNAL DECREE-Coronavirus, Italy closes ports on landings-According to an interministerial decree of 7 April, Italian ports cannot accept landings outside the Italian SAR area (Il Sole 24 ore) April,8 2020”

Italian government has determined that refugee or migrant’s rescue boats will not be made to land until at least July 31 because of the coronavirus crisis.

In an unprecedented move, the Italian government declared all its seaports on the Mediterranean unsafe because of the pandemic and said it could not guarantee migrants’ safety.

Until the end of the COVID-19 emergency, Italian ports no longer have the pos-place of safety requirement, necessary for the landing of rescued migrants. In the absence of this feature, the Interior Ministry cannot approve the landing. The rule concerns "rescue cases carried out by naval units flying a foreign flag outside the Italian SAR area". This was established by a decree of the Infrastructures and Foreign Affairs ministries, in consultation with the Health and Internal Departments.

The decree also suggests that rescued migrants might include people who have contracted the coronavirus. The measure — the first of its kind in Italian history — will try to stop NGO rescue boats from disembarking migrants in coming weeks amid an increase in the number of people fleeing Libya following the arrival of warmer weather.

“Rescued people must be guaranteed an absence of any threat to their lives,” the decree said, adding that the government is not able to ensure migrants’ health in Italy.

But even more importantly, it can’t afford the risk that infected migrants might boost the infection in Sicily and other southern regions, because there aren’t enough intensive care unit beds, and if things get worse it’ll be devastated.

Despite the fear of the virus, migrants are still risking their lives to cross the Mediterranean to reach Italy. In 2020, after a relative lull in arrivals from Africa, numbers started to pick up again in the first two months of the year, only to fall back sharply in March after Italy was hit by the pandemic.

In these period, according to ARCI, the immigration services, included renewing and issuing residency permits, at most Questuras are temporarily suspended. However, most Questuras ask you to contact them via e-mail rather than go in person to their offices. for this reason the immigration portal <https://www.portaleimmigrazione.it/> is available. promoted by the Ministry of the Interior in collaboration with the Italian Post Office and Anci.

It’s dedicated to the procedures for issuing and renewing permits and residence cards. There it’s possible to check if the residence permit is ready to be collected. All non-urgent appointments will be delayed and you will receive a new appointment via SMS (text message).

Questions relating to documents and renewals are suspended and new dates for appointments will be communicated via text message (SMS); on the contrary, cards and residence permits, expiring between 31 January and 15 April 2020, will be valid until 15 June 2020 (DL 18/2020).

You can also call this toll-free number 800 200 309 if you have a question on the process.



In these months, due to the Covid-19 emergency, according to information from Arci (March 18) most territorial commissions making decisions on asylum and international protection are partially suspended. In particular the hearings for asylum seekers and administrative decisions will be delayed to later dates.

Nevertheless, the Ministry of the Interior (Ministero dell'interno) confirms that all activities related to the expulsion of migrants found to be illegally on Italian territory will continue as normal. He also confirms that anyone wishing to apply for asylum can do so as this international right is guaranteed as normal.

Arci says anyone finding unable to apply for asylum at this time should contact them to signal problems in the system.

For those expecting decisions on their asylum cases in the courts, most hearings are postponed.

On May, 13 the Minister of agriculture confirms temporary changes to migrant work permits after weeks of political disagreement "The latest draft of the decree still includes an amnesty for those who admit to previous illegal employment practices." This decision would actually help protect workers, especially foreigners, by giving them access to healthcare if they were to catch the novel coronavirus and actually help undocumented migrants from facing exploitation through illegal work.

THE ROLE OF THE ASSOCIATIONS

In the absence of access to government services, migrants in Italy may turn to one of the following associations to have their most basic needs met:

- civic associations
- UNHCR
- ARCI
- UNICEF
- and many more others local association

<https://coronavirus.iunamap.com/en/home/> The website is a joint project of UNHCR, the UN Refugee Agency, and Italian Association ARCI.

This website has been created to provide information on the COVID-19 emergency to refugees, asylum seekers and migrants living in Italy. The website and its contents are available in 14 languages: English, French, Spanish, Arabic, Albanian, Amharic, Bengali, Chinese, Farsi, Urdu, Russian, Romanian and Somali, as well as Italian. The multilingual website includes a section on the rules and behaviours required by the Ministry of Health to prevent the spread of the infection and a section with updates on asylum and immigration.

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There are also various groups and associations run by the Catholic Church that you can turn to for help if you suddenly find yourself in need. These associations work on a charitable basis and don't perform any missionary or religious work. They welcome people from all faiths and walks of life.

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In the COVID-19 Emergency, the refugees ACTIVATED to help Italians and foreigners. In Turin there IS AN association called “ Refugees from Mosaico” that in recent weeks is helping families living in occupied buildings bringing them food and hygiene products. This association, of refugees, among the winners of Participation in 2018, is also collaborating with the City to manage the situation of homeless people who spend the night in the dorms but do not know where to go in the morning, since all day aggregation centers are closed during this period.

In Campania, the Kalifoo Ground music band has thought of the many laborers who work and live isolated in these areas, without contact with institutions and with little access to information. The group, made up of two Italians and three refugees from Nigeria and Cameroon, organized a "voiceover" in different languages: with the van they take turns traveling through the suburbs and the countryside, with microphone and amplifier, to inform migrants - mostly laborers - on Coronavirus prevention measures and on government regulations on travel. The Kalifoo Grounds are part of a large voluntary network, solidarity Caserta, and together with sixty volunteers they also take care of delivering groceries and medicines to people who cannot go out and to bring food parcels in solidarity to families in economic difficulty.

GREECE

The Minister of Immigration and Asylum Notis Mitarakis announced the measures taken by government to protect from coronavirus in accommodation structures for immigrants and refugees in our country

- New arrivals of migrants and refugees after March 1st are kept separate from the old structures

 - Immediate restrictions on traffic were imposed on the structures

 - Health units/quarantine facilities have been installed in any structure

 - Continuous informing of refugees and migrants about the measures taken

 - Empty hotels will be used to host refugees threatened by coronavirus

- The right of exit from the structures is given only to the representatives of the families from 7.00 to 19.00 in order to cover their basic needs in the nearest urban centers.

Refugees tested positive for coronavirus

- At least 148 asylum seekers at a hotel in Greece managed by the International Organization of Migration have tested positive for COVID-19

- The hotel, in the southern town of Kranidi, hosts around 450 asylum seekers, most of whom are from Africa.

- 150 people tested positive overall - at least 148 were refugees, one was an aid worker and the other was the employee. All were asymptomatic.





The Malakasa camp was also placed under quarantine measures after a 53-year-old Afghan resident tested positive

-Lesvos:

-Out of 70 refugees only 4 were found with coronavirus in the refugee structure of Lesvos



On April 2, the Ritsona refugee camp with a population of 2,700, became the first in the country to have positive cases among residents, when a woman who had recently given birth in the local hospital tested positive. Ritsona was subsequently put under quarantine for two weeks with no residents permitted to leave.





PATRAS

In our city there has been no confirmed case of virus in the refugee community. Throughout the quarantine, the Social Organization of the Municipality together with voluntary organizations of the city offered on a regular basis food and hygiene items to refugees, declaring that Solidarity and Mutual Aid is the only value, the only hope to stand on in a world dominated by the exclusion of human rights!



Chronology of Corona Virus Infections in Refugee Camp Anchor center Regensburg

While Germany has established rules and restrictions minimizing successfully the outbreak of the Corona pandemic for its citizens, there is a group of people who do not benefit from these measures and are even left alone and being exposed to the virus without any effective regulations.

This means the German government tolerates willingly that all refugees living in refugee camps are being infected by the virus.

On the events of the refugees affected by the Corona Virus in refugee camps in Regensburg - Summary 20 May 2020: 99 positive tests were confirmed today - insiders fear many more infected people

With this statement groups of organizations supporting refugees want to make it clear that those responsible for the government of the municipality must have known since Friday, May 15 at the latest, that residents one camp in Regensburg were tested positive for Corona, probably since Monday, 11 May, because elementary school students from this camp referring to Corona were no longer allowed to attend school.

But the just over 300 residents of this camp were neither timely nor fully informed. And until at least Wednesday May 20 at noon, those who had tested positive remained with negatively tested in the same shared room. This despite and after one order of the Health Department: "... in contact with suspects of Covid 19 (symptomatic), FFG2 mask and protective gown must be worn with gloves ...".

A transfer of those who tested positive, but not all, to a designated quarantine section in the nearby Anchor center building (= gym with "plywood crates") took place only on / from May 20th afternoon. And there are still positive ones to date family members in this camp and use shared kitchens with others.

As everywhere in Bavaria and Regensburg, residents were previously despite being in job training or work not allowed to move out of this camp. In the mentioned camp and other camps there is no social counseling, so concerns of refugees could not be sufficiently clarified and systematic information gaps have been enlarged.

Mass housing in refugee camps is a very high risk of infection. Throughout Bavaria, many refugees have become infected. So far there are three therefore died.

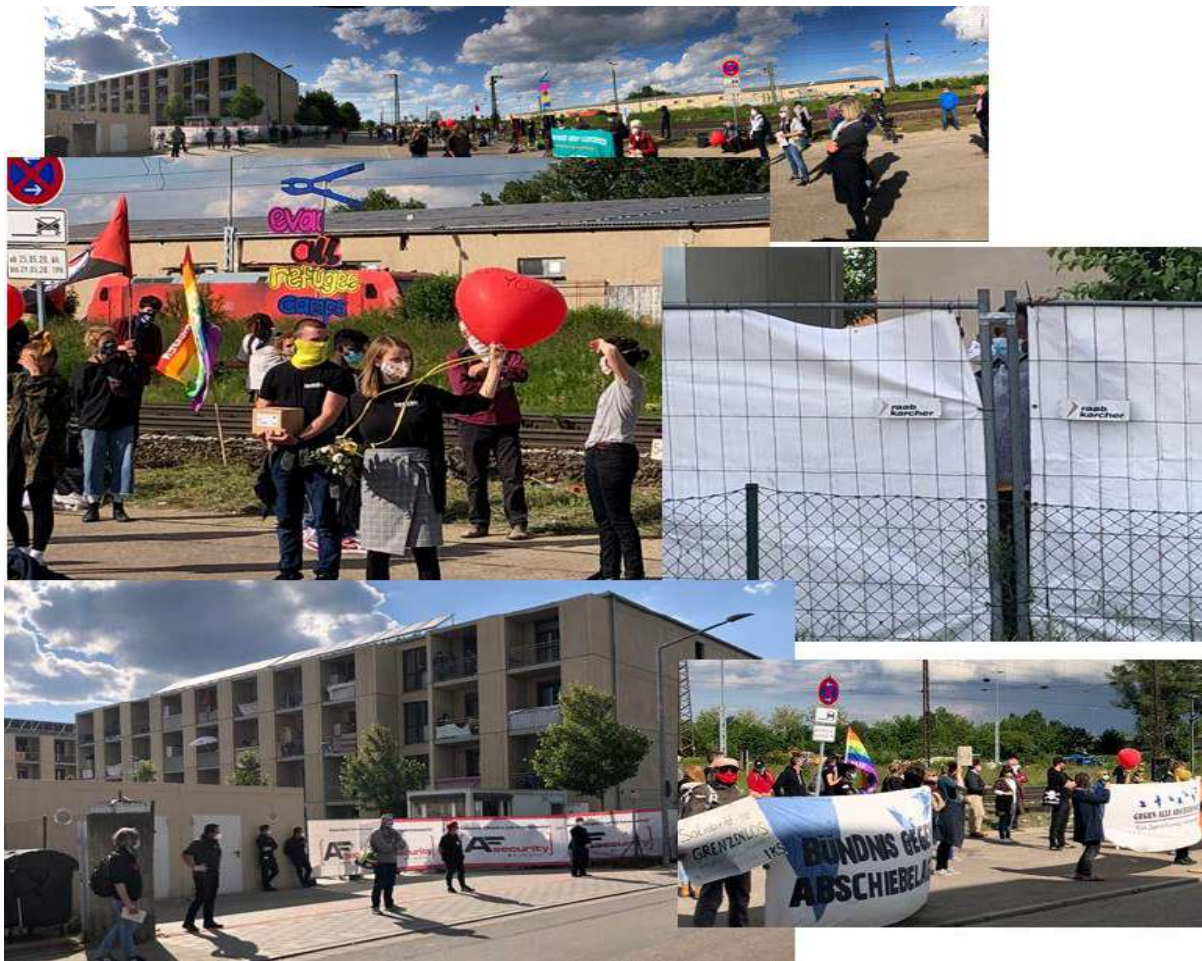
On the occasion of the mass infection of refugees in refugee camps in Regensburg groups supporting refugees call to attend a rally on 28 May and urge

"Solidarity with refugees - stop further infections -
Abolish compulsory mass accommodation! "

- Immediate testing of all residents - regular repetition of previous negative tests "Negatives" according to the recommendations of the health department
- Immediate separation of positive and negative tested persons
- For those who tested positive and their family members: spatially separated quarantine houses - decent and family-friendly accommodation
- Single room accommodation for single people
- Balanced and child-friendly nutrition when refugees cannot shop
- Social counseling and psychological support
- Regular, up-to-date information for refugees in their respective language



- Immediate move-out permission for everyone who is in work or training



ITALY

Italy is one of the worst-hit countries in the ongoing global crisis with the novel coronavirus. Being also on the frontlines of migration to Europe, many asylum seekers are now finding themselves in particular need of help, as most Italian government departments are now effectively closed because of ongoing quarantine measures.

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of two Italians and three refugees from Nigeria and Cameroon, organized a "voiceover" in different languages: with the van they take turns traveling through the suburbs and the countryside, with microphone and amplifier, to inform migrants - mostly laborers - on Coronavirus prevention measures and on government regulations on travel. The Kalifoo Grounds are part of a large voluntary network, solidarity Caserta, and together with sixty volunteers they also take care of delivering groceries and medicines to people who cannot go out and to bring food parcels in solidarity to families in economic difficulty.



The number of asylum-seekers could increase due to the epidemic; many will set out from countries where there were severe economic and social hardships even before the appearance of the coronavirus, the Chief Security Advisor to the Prime Minister said on Wednesday on the public service television news channel M1.

György Bakondi stressed that mass flows of migration could set out from these countries due to the inadequate conditions in health care and the severe economic consequences that will emerge in the wake of the epidemic. The chief security advisor also said, due to a dynamic change in the civil war situation in Libya, the main point of departure for Italy has shifted from Libya to Tunisia and Algeria, with many migrants already on the way. People smuggling organisations have reduced or stopped their operations as due to the epidemic, European states, including the countries lying on the Balkans route have imposed major travel restrictions, in the wake of which migrants have been transferred to closed holding facilities, Mr Bakondi said. Also according to the projection of the Asylum, Migration and Integration Fund, the pressure of migration upon Europe could intensify in the medium term.”¹

1 <https://www.kormany.hu/en/news/number-of-asylum-seekers-could-increase-due-to-epidemic>

2 <https://www.kormany.hu/en/news/coronavirus-has-appeared-among-migrants-as-well>

The migration crisis is not over yet either, and after the pandemic, mass migration could foreseeably resume at an even higher rate than observed before.

The coronavirus has already appeared among migrants currently in Greece as well, the Chief Security Advisor to the Prime Minister said on the public service television news channel M1 on Wednesday morning. György Bakondi highlighted that once again the typical pattern is that illegal immigrants are arriving at the Greek islands, and from there – due to the untenable situation – they are being transported to the mainland in groups of hundreds. As the virus is also present among migrants – so far there are 150 confirmed cases – they are being managed under a different protocol: they are being kept in camps where quarantine rules have been introduced. He also said the countries lying on the Balkans migration route have significantly tightened border controls. In Serbia the army is securing both the borders and refugee camps. Regarding Italy, Mr Bakondi said the influx of migrants has abated as people smugglers have recently stopped sending out boats and the NGOs cooperating with them have likewise not left port.”



10. OUR VISION

The workshop solutions are very clear, realistic, motivating and reveal the problems, deficiency and imperfection of the application of the EU refugee directive in reality - with disadvantages for the refugees already in the EU or on the EU borders.

They were elaborated by the international students' group in a two day long workshop: Every group of students (4 in total) gave their demands, explanation and reasoning, and three arguments why this change is important.

Conclusions:

1. Every refugee should have the right to go to the local school. In the schools there should be a buddy system to make them feel included.
2. We need to change the way society is perceiving refugees.
3. Our wish is that people get to know more about refugees' backgrounds and histories. Therefore, they would gain a greater knowledge and understanding of the newcomers' situation.
4. We wish to improve the contact and relations between young refugees and young people living here already.



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