COUNCIL OF EUROPE CONSEIL DE L'EUROPE

JECI-MIEC European Coordination

Looking at immigration in Europe through human rights perspective

Report of the study session held by
JECI-MIEC European Coordination
in co-operation with the
European Youth Centre
of the Council of Europe

European Youth Centre Strasbourg
15 - 22 November 2009

Directorate of Youth and Sport
Direction de la jeunesse et du sport

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Acknowledgements

Training Team: Maria Koutatzi (Educational Advisor), Loucille Alcala, Mehul Dabhi, Alexandrina Kiss, Chris McCoy, Mihai Floran (Course Director)

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1. Executive Summary

The study session “Looking at Immigration Through Human Rights Perspective”, took place from 15-22 November 2009 in the European Youth Centre, Strasbourg, France.

There were 18 participants from 10 countries from Europe, but also from Africa, Asia, Middle East and Latin America attending. Each day the Documentation Committee of the study session published the latest daily information and conclusions on the website of the European Coordination. An official statement of the students attending the study session was published on Friday.

The Training Team was composed by Maria Koutatzi (Educational Adivsor), Loucille Alcala, Mehul Dabhi, Christopher McCoy and Alexandrina Kiss (trainers) as well as Mihai Floran (Course Director).

The study session “Looking at Immigration Through Human Rights Perspective”, aimed to raise awareness and understanding of the responsibilities that students as Christians have in relation to human rights. It also aimed to see migration in the eyes of the human rights and to take an active role as human rights educators in their own milieu.

The objectives of the study session were to deepen the different approaches to human rights and the mechanisms for their protection; to understand the reality of student immigration in Europe; to analyse the different realities in the societies where participants are coming from and to identify different forms of violation of human rights regarding immigration such as intolerance, discrimination, disrespect, xenophobia; to facilitate participants to find their individual approach to the human rights; to reflect and identify the responsibilities that Christian Students have and their key roles as important agents in promoting and protecting human rights and to promote intercultural learning among participants.

This week was all scheduled following the See-Judge-Act methodology used in JECI-MIEC European Coordination throughout six full working days (almost equally distributed between See, Judge and Act). Different activities were used such as group work, role play, input, plenary meetings, etc.

Study visits were carried out to the European Parliament, the European Court of Human Rights, the Council of Europe and the Holy See representation in Strasbourg, moments which were full of fruits and experience for the participants and for the training team.

The social programme of the week included among other things the intercultural evening, which was rich in taste and music. The programme of the week included visit of the town and free time for the participants.

Resource materials were presented during this session such as Domino, Compass, Companion, and other Council of Europe publications, but also several Catholic Church documents as well as JECI-MIEC, IMCS and IYCS publications on catholic students’ responsibilities and campaigning materials.

The study session was a very intensive and demanding event, but at the same time enjoyable experience for everybody present.

A statement was adopted by the participants at the end of the session which was shared with the institutional partners and has the following content:

Jeunesse Etudiante Catholique Internationale
Coordination Européen
Mouvement International d'Etudiantes Catholiques

JECI MIEC

International Young Catholic Students
European Coordination
International Movement of Catholic Students

FINAL STATEMENT OF THE STUDY SESSION
"Looking at Immigration in Europe through the Human Rights Perspective"

European Youth Centre, Strasbourg, France
15-22 November 2009

Introduction

In response to the thirst of social justice and human rights protection, we, **26** participants from 7 European countries **and from** Asia, Africa, Latin America and Middle East gathered at the European Youth Center in Strasbourg, France from 15-22 November 2009 to study, reflect and seek for actions on the theme 'Looking at Immigration in Europe through the Human Rights Perspective'. This study session, organized by JECI-MIEC* **European Coordination** in collaboration with Council of Europe, aimed to build a higher awareness of the students on the reality of immigration and the human rights violations happening in Europe and across the world, at the same time, to indentify our roles as Christian students to promote and protect the human rights and **especially** the rights of the immigrants.

We realised that

Immigration has always been a reality in the history of humanity. The colonization, wars, conflicts, unfavourable economic conditions and natural disasters have generated voluntary or forced movements of the masses. Around 20% of the world's population is expected to be on the move by 2012. Among these, the most vulnerable are undocumented immigrants, asylum seekers and refugees. This movement will provide the new opportunities for the global human resources but it will also bring the challenges of the promotion and protection of the human rights.

Immigration implies:

A) **Social cohesion:** when the collision between different cultures results in a continuous process of transformation, by promoting the communication and interaction as a means of surpassing inherent barriers of culture and tradition. Thus, mutual efforts should be made to achieve social cohension in order to avoid the accentuated division among people and not to block human development.

B) **Mutual gain:** an immigrant is also a valuable resource. As long as his rights of working in dignifying conditions and being paid for the workload are respected, the immigrant brings to the receiving states enrichment in terms of economy, culture and traditions.

C) **Refreshment of the spiritual life** by reconsidering the position of the Church towards this reality: "to renew humanity and proclaim the Gospel of peace" (Erga Migrantes Caritas Christi)

D) **"Brain – drain":** Poor countries will be put in a more disadvantaged position due to the instability and incapability of offering viable jobs.

E) **Discrimination, racism and intolerance** come as a result of self preservation and the fear of the unknown which hinders the formation of relationship, preventing the genuine approach among people.

We reflected that

The immigration should be judged through the human rights perspective. Being Christian students, we also reflected on the issue through theological perspective. The history of migration is linked with the history of the Church and our salvation: 'Israel traced its origins back to Abraham, who in obedience to God's call left his land and went to a foreign land, taking with him the divine promise that he would become the father 'of a great nation'' *(Erga Migrantes Caritas Christi).* Jesus himself was a living symbol of immigrant. Throughout his life, he was always on the move from place to place to avoid persecution, to preach and to help the people in need. 'I was a stranger and you made me welcome' (Mt 25: 35). If we all are the followers of a foreigner, a refugee 'who has nowhere to lay his head' (Mt 8: 20), we must not fail to see his image in the face of the migrants around us and make them welcome in our land as we have welcomed Jesus.

The Catholic Social Teachings also reminds us that we all are the children of God who were born in His image and have the equal dignity. "They have the right to migrate or not have to migrate" *(Erga Migrantes Caritas Christi).* As Christians, we must respect all the times the dignity of the migrants and live with them in love and harmony despite of all the difficulties and differences we are facing while living together.

We committed ourselves to the following actions:

On personal level, each individual will:

- Behaviour change: fight our prejudgement and ways of approach towards the immigrants
- Make our friends, family to be aware of the issue and influence their perception towards the immigrants.
- Sharing our learning and experiences gained through this study session
- To be more actively involved in all the activities and campaigns related to immigration and human rights at local level.

On community level through our movement we will involve ourselves by:

1. Unleashing the potential of migrants by favouring inclusion into our movements, organisations and workplaces. Migrants are no longer to be seen as mouths to be fed but that they come with hands that can produce and minds that can create
2. Collaborating with other NGO's who share similar values and together proposing to policy markers on a European and an International level, while increasing awareness of the European Court of Human Rights
3. Having the local JECI-MIEC local forum meet up on a regular basis and which is composed of representatives from different spheres of life, including immigrants to discuss current issues pertaining to migration. Thus immigration is no longer seen as a burden but as an opportunity to strengthen humanity, and which needs the vital contribution of everyone in all countries.
4. Since most of the issue is hidden from the public eye, it is imperative to bring the subject to the forefront in the media in order to break barriers and improve awareness on this painful reality.

5. We assert that undocumented migrants

- should be given the possibility of applying for permanent residence if they meet certain pre-determined requirements (refugee status or temporary humanitarian protection for not less than 5 years, employed for 5 years, have been living independently for 2 years)
- Should have the right to apply for local citizenship if they are stateless for 5 years.

6. We demand that migrants kept in detention centres have decent living conditions and are not kept in detention for an indefinite length of time.

Conclusion

Immigration is a necessary process of development throughout history. It must be viewed not as a problem but as a fact. Each individual, group, organization, authority and NGO has the responsibility to ensure that the dignity and the rights of all immigrants are protected throughout this process.

The participants in the Study Session

2. Introduction

2.1 Background

Immigration has become a key issue in many economic, social and political debates. In a European context it has been seen in different ways: many see it as an evil ruining the European identity, some see it as an economic burden, some see it as a good source of human force and capital, some as a political religious problem, and so on. As we know, immigration involves human life so that it is very important to understand and analyse it through the perspective of human rights. Young people have accepted to be the defender of human rights. They have decided to be the vanguards of the emerging civil society. In light of this, JECI-MIEC has been organising study sessions for young people specifically on human rights issues and how to approach them.

In 2004, the JECI-MIEC study session "Human dignity in global society" had focussed on the human rights and human rights education in general. In 2005, "Human rights education" had concentrated on promoting human rights education from an integral education approach (holistic, lifelong and learning) and empowering students to make a step forward in developing concrete actions in their local and regional reality. In 2006 "Religion contributing to Human Rights Education" was focussed on developing new methods that would introduce religion and faith as important and influential actors in the society as well as contributing to the protection and promotion of human rights and fostering the inter-religious dialogue. In 2007 "Empowering Young People through Human Rights Education", the study session had focussed on empowering young people to take up their responsibilities in relation to the promotion and protection of human rights through a human rights educational approach.

As a continuation from these previous study sessions, this one focussed on seeing particularly the immigration issue – a well-known subject in today's Europe – through the human rights involving the freedom from discrimination, the right of leaving a country, etc.

We also believe this study session to be a starting point for many students and young people to develop similar formative activities in their own countries as well as to develop strong partnerships with other like-minded movements across Europe – as it happened in all the activities realised up to now.

2.2 Aims and objectives of the study session

The study session "Looking at Immigration through Human Rights Perspective", aimed to raise awareness and understanding of the responsibilities that students as Christians have in relation to human rights. It also aimed to see the migration in the eyes of the human rights and to take an active role as human rights educators in their own milieu.

The objectives were as follows:

- to deepen the different approaches to human rights and the mechanisms for their protection;
- to understand the reality of student immigration in Europe;
- to analyse the different realities in the societies where participants are coming from and identify different forms of violation of human rights regarding immigration such as intolerance, discrimination, disrespect, xenophobia;
- to facilitate participants to find their individual approach to the human rights;
- to reflect and identify the responsibilities that Christian students have and their key roles as important agents in promoting and protecting human rights.
- to promote intercultural learning among participants

2.3 Main topics and methods

The main programme can be seen in the following parts:

- Moments of meetings: introduction to the programme, gathering expectations, group building process and later on having evaluation and official closing.
- Moments of analysis: introduction to the human rights and the legal instruments for them, presenting the human rights education, the concept of integral education, presenting the manual for HRE "Compass"
- Moments of reflection: the reality in our milieu, case studies, similarities and differences in our countries, the experience of participants, students/young people's responsibilities in Society, University/School and Movement in terms of promoting and protecting human rights.
- Moment of action: personal and movement level actions, "Taking an Action" - the work on possible actions, follow-up & networking

The programme of the study session was based on the See-Judge-Act methodology (Pedagogy of Action) that enables the participants to understand and follow the development of their ideas into concrete plans of action.

A variety of other methods and exercises such as workshops, experts contributions, small groups discussions etc., have also been used to help participants to actively engage in analysing the issue, developing their skills and attitudes. The participants were mixed into different groups which went further in depth into the reflections and discussions in an open atmosphere with intercultural learning spaces.

It was also needed to have certain spaces to celebrate the different cultural backgrounds of participants and to ease the intercultural learning process. During the day, sessions as well as cultural evening programmes, the variety of experiences as well as the different realities have been shared.

2.4. Programme flow

JECI-MIEC European Coordination Study Session `Looking at Immigration through Human Rights Perspective`
15- 22 November 2009, European Youth Centre, Strasbourg, France

Date/ Time	Sunday 15 Nov	Monday 16 Nov	Tuesday 17 Nov	Wednesday 18 Nov	Thursday 19 Nov	Friday 20 Nov	Saturday 21 Nov	Sunday 22 Nov
8:00		**breakfast**	**breakfast**	**breakfast**	**breakfast**	**breakfast**	**breakfast**	**breakfast**
		SEE		**JUDGE**		**ACT**		
9 – 9.30		Invocation	Morning prayer	Morning prayer	Morning prayer	Morning prayer	Morning prayer	
9.30 – 11.00		**Official opening** General Introduction	Input Session: Immigration and Human Rights	Mid-term evaluation Simulation Activity "With whom I would like to share my apartment?"	Student Testimonies	Role Game	Action Planning	Departure
11- 11.30		Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break	
11.30-13.00		Presentation of Council of Europe, JECI-MIEC IYCS IMCS	Thematic Workshops Documented, economic, student & intellectual immigration	Visit to European Court of HR and Council of Europe	Theological Reflection	Role Game	Action Planning/Finalizing Statement	
13:00-15:00		**Lunch**	**lunch**	**lunch***	**Lunch**	**Lunch**	**lunch**	
15.00-16.30	Arrival	Group Workshop *(sharing of story)* "Reality of immigration from HR perspective in my context"	Thematic Workshops Social cohesion, first point arrival, policy of government, Church and immigration	Free afternoon	Planned visit to the European Parliament Meeting with responsible on immigration	Role Game	**Evaluation**	
16.30-17.00		Coffee Break	Coffee Break			Coffee Break	Coffee Break	
17.00-18.30		Group Workshop (continuation)	Synthesis/Summary		Debriefing of the Visit	Action of Solidarity – Meeting with local immigrations' association	**Mass** **Closing ceremony**	
18.30-19.00		Group Reflections			Group Reflections			
19:00-20:00		**dinner**	**dinner**	**dinner***	**dinner**	**dinner**	**dinner**	
20.30	**Welcome and get to know**	***Market of movements***	***Intercultural Evening***		Documentary/ Film Showing	Action of Solidarity (cont)	***Farewell Party***	

Breakfast: 8.00 Lunch: 13.00 h Diner: 19.00 h * meal out of the EYCS.

3 Programme

3.1 Sunday, 15 November 2010

3.1.1 Welcome Evening

This was the first contact of the group with the training team, with the centre and with each other. The methodology included games.

For the first part of the activity – get to know each other – we had the game: About Myself.

Every participant got four cards. Everyone wrote on the first two cards the requested answers and on the other two something about himself. The cards were collected, shuffled and distributed again. The aim was to get the cards to the rightful owner by asking questions to each other.

After this game the participants were split up into two groups. Each group sent someone to the middle of the room. Those two stood back to back. They had to guess who was standing behind by looking at the gestures from their team.

To get more familiar with the EYC, a Treasure Hunt was organised. Participants were split up into groups of 5 – one blind, one depth, one mute, one lame, one without a hand. Each team received the first clue. Each one of the trainers will had to go with the team in order to see if they were respecting the rules. The clues – each one consisted in a piece from a quotation – were hidden in different places.

3.2 Monday, 16 November 2010

3.2.1 Introduction and Presentations

For the welcoming there were two speeches. The introduction of the trainers was made as a self-presentation.

In order to introduce the study session, the background was presented, so were the theme and the aims and objectives. The introduction of the participants was a self-presentation (formal: name and country) followed by a name game to memorise the name.

The IYCS, IMCS and the European Coordination were be presented with the help of a PowerPoint presentation, but also asking participants information about their knowledge.

3.2.2 Presentations and Expectations

In order to find out the expectations of the groups, another game was introduced. After expectations, four groups were created in order to accommodate the tasks of each participant during the week: drafting team, reporting team, prayer team and social team, each led by one of the trainers. The activities used were brainstorming, games and group sharing.

3.2.3 Working groups: „Reality of immigration from a human rights perspective in my context”

Methodology included individual activity, teamwork and also panel discussion. The first part of the activity was individual in order to make participants think about their own experiences.

Telling the story

How many times have you moved? If you have lived in several places, in different countries or cities or even different parts of the same city, record your journey on a “suitcase”. Include the year(s) you lived in that place and if you remember any specific information, think about it. If you only lived in one place, give as much information about that place as you would like to fill your “suitcase” with.

Make another “suitcase” to show what part of the city, country or world other members of your family or significant people in your life have lived. You may want to use parents, grandparents, aunts, uncles.

Write a story about moving. It may be your own story or the story of one of your family members or another significant adult in your life. Information you might want to include in your story:

• What were some of the reasons for moving? • How did you or the other people feel before the move (excitement, fear, anticipation, concern, happiness, uncertainty)? • How much did you or the other people now about the place to which you or they were going? • How did you or the other people feel after the move? • What were the surprises in the move? • What about the new city, state, or country is interesting and different from where you or the other people lived before? • What would you or the other people do differently if you were to move again?

The second part of the activity was a teamwork. The participants were split up into groups of 5. In every group, each participant shared their story about immigration and after that answered the following questions:

1. What were some of the reasons for moving, (for example, to join family, to seek employment, or to escape from persecution)? Was there any injustice, unfairness, or human rights issue that contributed to people wanting to move, (for example, religious, ethnic, racial, or economic discrimination)? 2. Did people face injustices, unfairness, or other human rights violations before moving to their new home? After moving to their new home? 3. What words or phrases are new to you and important in the experience of moving or immigration?

Each group identified a person to present the summary of their discussions. The answers were listed and the trainer will drew the conclusions.

The third part of the activity included Fact or Fiction game. On the flipchart were written several statements. Participants had to place themselves in space according to their opinion: totally agree – right and totally disagree – left. The trainer picked up one person from each side to explain his/her own opinion regarding the statement.

3.2.4 Market of movements

Each participant came from a specific national movement in Europe. The tradition of the European Coordination is that in each event, participants promote their movements so the others know that they are not alone and that other people are doing the same work in other countries. Therefore each group of participants presented their national movement with the promo materials they brought from home.

3.3 Tuesday, 17 November 2010

3.3.1 Input: „Migration and human rights: negotiating the non-negotiable"

This was the first input session on the theme of the study session. This supported participants to get into the topic. Input session was followed by workshops dealing with various issues related to the main theme of the study session. Therefore the input intended to provide understanding about immigration, about the different types of immigration and about the human rights related to immigration.

The session aimed at enhancing the knowledge of participants about the notion of immigration and imparting them with the conceptual framework on the human rights, to build the capacity of the participants for the promotion and protection of human rights of immigrants. The expert invited for this session was Ms Zoe KOKALOU from the Coordination Européenne des Femmes, Greece. The presentation is available in the appendices.

3.3.2 Thematic groups on immigration: documented, economic, student and intellectual, social cohesion, first point arrival, policy/governments, church

Participants were grouped in thematic working groups of five people, according to their interest in a specific topic, and where the role of the trainers was the one of a facilitator and not of an expert/trainer/presenter on the topic. In the end, after the two sessions of four groups, the results were shared in a plenary.

3.3.3 Intercultural evening

At the end of the day took place the international evening, an opportunity for participants to present information about the immigrants from their country, what services exist for immigrants in their country, which is the attitude towards immigrants but also specialities from their cuisine, traditional songs and dances.

The trainers' team represented a group of immigrants who wants to explore and choose the best option for the future "home". Each representative/group of a country presented the positive and negative points for immigrants – jobs, social services, attitudes toward immigrants – and at the end they gave them some cuisine specifies and showed them some traditional songs and dances.

3.4 Wednesday, 18 November 2010

3.4.1 Simulation exercise

The purpose of this game was to make participants aware of the prejudices each of us have. Each participant received a list of persons out of which they had to pick three with the most chances to share their apartment with and three with the less chances to do so.

The participants were split into groups and had to negotiate and come up with a list of the 3 persons with the most chances and 3 with less chances. The results were presented in the plenary and a debriefing was held.

3.4.2 Visit to the European Parliament

The participants attended the group visit at the European Parliament in Strasbourg. This was one of the requests in the past study session to also visit this institution and try to find out what it is working on. The visit was guided by one of the EP staff which also presented the work of the European Parliament in the field of migration within European Union.

This moment was also the starting point for a simulation activity that was planned for the same afternoon. One of the participants – informed and prepared beforehand – was taken out of the group by one of the trainers while the others were acting as if there was a visa issue with this participant, in the middle of the study session.

3.4.3 Visit debriefing (simulation)

The simulation activity was on purpose not mentioned in the timetable, but rather indicated as "visit debriefing" in order for everything to look very real. Once returned at the European Youth Centre, the participants started a debriefing about the visit to the Parliament. The purpose was that participants should inquire about the situation of the missing one and try to find a solution to the problem. At some point, the issue was presented: the visa of the participant was not valid and he had to return to his country in the very same evening.

Therefore the participants started figuring out what to do and how to do it in order to prevent this situation from happening. The group was very supportive and open to own-initiative.

When the tension rose, the participant was brought back and the simulation explained. A long debriefing was made and people tried to get out of the situation in which they were living while sensing the reality of immigration issues on their own. However, this type of activity has to be planned very carefully by the team and it might happen that with some participants, it would not be recommended to carry it on.

3.4.4 Documentary Film

The film was intended to show the realities in the Europe about the issue of immigration and human rights, to engage participants in discussion on the challenges of migration and human rights protection, to give a human touch to the discourses and to augment the skills of relating film stories to realities for a change in the society. The methodology used was the screening of the film. Using the film appreciation method to bring out the aspect of the film helped participants to much better understand the topic of immigration. The approach was based on personal and group reflection.

3.5 Thursday, 19 November 2010

3.5.1 Student testimonies

Following the see-judge-act methodology the group was now in the judge part for the second day. People were presented with immigration from personal, group and European points of view. We therefore aimed to reflect and analyse the different realities on the other continents and to question the differences and similarities with Europe.

Participants from Middle East, Latin America, Africa and Asia were asked to present the situation on their own continent as well as their personal experience as immigrants from a country to another.

After the presentations, the participants had the chance to raise questions to the panellists. Some of the presentations are available in the appendices.

3.5.2 Theological reflection

Fr. Christopher McCoy delivered the theological reflection session. The content of the power point presentation is available in the appendices 8.4.3.

3.5.3 Free afternoon

The entire afternoon was for participants to enjoy the free time and the city they were in. Some spent time in groups walking around the city, some enjoyed the bike rides, and definitely all enjoyed the place as being also an aspect of an intercultural learning experience.

In the evening the group met in front of a restaurant near the Cathedral and had a delicious traditional for a regional cuisine dinner*: tarte flambée.*

3.6 Friday, 20 November 2010

3.6.1 Visit to the European Court of Human Rights

Immediately after breakfast the group at the Study Session, left to the European Court of Human Rights where a tour around the building was organised. A brief seminar about how the Court operates was led by an assistant lawyer. After the presentation, a discussion about the laws regarding migration and human rights took place.

3.6.2 Role game

The role game put participants in the shoes of a migrant in a small community. Each participant received his/her own role in the role play. The catholic community of Closed Valley in Eyeland has a long tradition that stands for centuries. Each year the student that has the highest grade has to carry the cross into the procession. This year the situation raises a question: can a migrant with the highest grade carry the cross? The villagers also were part of groups: YCS group, two student groups: for and against, and each participant had to support his/her own point of view (according to the role). The mayor of the village asked for a community meeting where the citizens had to decide whether the young migrant could carry the cross or not.

3.6.3 Action of solidarity

The intended action of solidarity was to organise a meeting with associations of migrants in Strasbourg. However and as this was difficult, the solidarity action rather took place in the European Youth Centre together with the other group having a study session, the International Federation for Hard-of-Hearing Young- IFHOHYP, with which participants shared study session purposes and experiences.

3.7 Saturday, 21 November 2010

3.7.1 Action planning

The morning of Saturday was dedicated to the action planning, to thinking about the involvement of the participants in the future. Participants had to plan at individual, community, movement, national, European and international level. They committed to act for the migrants and the human rights once back in their home countries.

3.7.2 Statement adoption

The statement that was prepared by the Drafting Committee and presented to all the participants. Inputs, comments and questions were taken on board and a final draft was then put for adoption by the plenary. The participants adopted the Statement of the study session committing themselves to make it known in their own countries and to work on the improvement of the situation presented in the document. The entire text of the Statement can be read in the appendix 5.

3.7.3 Meeting with Holy See representative

As a start of the follow-up plans the group met with the Holy See representative towards the Council of Europe, Msgr. Aldo Giordano to which the recent adopted statement was presented and the issue of migration and of the work of the representation, discussed.

3.7.4 Mass and closing ceremony

The Mass was celebrated by Fr. Paul-Tiga Zangre, International Chaplian of IYCS. A PowerPoint presentation with pictures from the study session was shown. The participants received from the Training Team the certificates for attending the meeting together with a CD with all the information from the study session. Participants were thanked, together with the four committees which worked during the week, and received some symbolic sign of appreciation. A closing speech ended the study session.

3.7.5 Farewell party

A farewell party was organised for the participants trying to celebrate probably the last hours and moments still together. It was an evening of lots of fun and joy.

3.8 Sunday, 22 November 2010

3.8.1 Departures

The participants had to return home to promote and protect the human rights and the migrants in their own countries and movements. However their feeling was a little bit like: “Its weekend again!!… Unfortunately this week, none of the JECI-MIEC’s study session participants in Strasbourg was looking forward to it.”

4. Evaluation

4.1 Reflection groups

Furthermore, the trainers’ team monitored and evaluated the development of the study session on a daily basis. In these meetings, thoughts, impressions and possible problems were thoroughly discussed, as well as the interpersonal and social dynamics within the group, taking into account the comments and attitudes of the participants. When necessary, the team adjusted the programme of the following day in order to best meet the expectations of the participants and to ensure the coherence and smooth flow of the programme.

4.2 Mid-term evaluation

A mid-term evaluation is at the half of the programme in order to consolidate the achievements and to see some personal refection from participants on satisfaction, effect and utility of the study session. Mid term evaluation is important in order to see how things are going and to identify potential problems.

Each participant had to make a graph which represented their “ups and downs” during the activity. Once the graphs were completed the participants shared with each other and one by one information aout their graph.

4.3 Final evaluation

The final evaluation was intended to evaluate and assess the meeting in order to check what the participants learnt, check their feeling and to overall evaluate the meeting. The participants received evaluation questionnaires. Participants were also asked to fill in some flip charts placed on the walls in order to determine different indicators while some evaluation games were also used.

5. Main outcomes of the study session

5.1 Outcomes for participants

During the study session, participants got a great opportunity to improve their knowledge not only about migration but also about human rights: their history and application, concrete examples, different realities of human rights and had the opportunity to also get to know how to use varied tools for human rights protection and promotion.

Participants also got familiar with different publications providing academic information as well as with those that can be helpful in organizing a non-formal education activity to promote human rights.

Another important point underlined in some evaluations was that participants very much appreciated the opportunity to get to know and visit European institutions, be introduced to the way they function, how they can help individuals and groups as well as how the latter can contribute.

The most important outcomes is the commitment participants made through the study session's Statement at the personal level: Behaviour change: fight our prejudgement and ways to approach immigrants, make our friends, family aware of the issue and influence their perception, share our learning and experiences gained through this study session and to be more actively involved in all the activities and campaigns related to immigration and human rights at local level. This commitment means that people understood the need to take action and that they are ready to do it. (See appendix 5)

5.2 Outcomes for organising movement: JECI-MIEC European Coordination

From this study session, there were several outcomes for JECI-MIEC European Coordination. First of all this was the first activity after a break of two years in which we couldn't organise anything due to our situation. This activity provided us the space to build again the Coordination of people attending activities, new people that will promote the European Coordination and JECI-MIEC itself at their respective national levels.

In the same light, a new generation of human rights educators was just created and is now working at local/national level to promote and make sure that human rights are respected, which for us as organisation is a key role for them in their movements.

At the administrative/organisational level we also had to pay a lot of attention to the timing of the study session. Even though there are generally no best moment for everyone during the school year, we had to try to find the best option to accommodate the study session and to ensure having participants in it. However, some natural causes such as the flu pandemic that arose just before the study session could not be calculated and/or predicted in time for the participants.

5.3 Statement of the study session on issues that require particular attention and which could be addressed in the context of the European youth work

The study session's Statement that the participants adopted is tackling some of the key-issues regarding immigration and human rights at community level. Therefore they committed that through our movement they will involve themselves by:

1. Unleashing the potential of migrants by favouring inclusion into our movements, organisations and workplaces. Migrants are no longer to be seen as mouths to be fed but that they come with hands that can produce and minds that can create ;
2. Collaborating with other NGO's who share similar values and together proposing to policy markers on a European and an International level, while increasing awareness of the European Court of Human Rights ;
3. Having the local JECI-MIEC local forum meet up on a regular basis and which is composed of representatives from different spheres of life, including immigrants to discuss current issues pertaining to migration. Thus immigration is no longer seen as a burden but as an opportunity to strengthen humanity, and which needs the vital contribution of everyone in all countries;
4. Since most of the issue is hidden from the public eye, it is imperative to bring the subject to the forefront in the media in order to break barriers and improve awareness on this painful reality;
5. We assert that undocumented migrants
    - should be given the possibility of applying for permanent residence if they meet certain pre-determined requirements (refugee status or temporary humanitarian protection for not less than 5 years, employed for 5 years, have been living independently for 2 years)
    - Should have the right to apply for local citizenship if they are stateless for 5 years.
6. We demand that migrants kept in detention centres have decent living conditions and are not kept in detention for an indefinite length of time.

(For the full Statement see appendix 5)

6. Follow up

During the study session participants committed themselves to undertake specific actions like conducting similar formative sessions in their respective countries, whom participants themselves could act as or be a resource persons. The JECI-MIEC European Coordination will support the participants through regular communication and resources needed.

Materials on the subject will be elaborated for further use in student movements and forum discussions at European level. The articles and pedagogical materials were published and made available to those who were unable to participate on the Coordinations' website.

As previously mentioned, one of the most important follow-ups of this study session is the Statement that the participants adopted and which all of them committed to make it public in their home countries. At European level the Statement was spread as a press release which was sent to the important actors, starting with the Holy See representative in Strasbourg who promised to make it available to the third-parties involved in his work, but also to other international actors at European and International level. (see appendix 5).

In addition to that, this report will be also uploaded and widely distributed among JECI-MIEC European Coordination members and partners, to serve as resource material and example of good practices. JECI-MIEC European Coordination is committed to work for promoting human rights in the future and will continue to empower young people to take action on this field.

7. Conclusions

The study session organised by JECI-MIEC European Coordination with the support of the Council of Europe with the theme "*Looking at Immigration Through Human Rights Perspective*" and which took place from 15-22 November 2009 in the European Youth Centre, Strasbourg, France, aimed at raising awareness and understanding of the responsibilities that students as Christians have in relation to human rights, as well as at seeing migration in the eyes of the human rights in order to take an active role as human rights educators in their own milieu.

Using the "See-Judge-Act" methodology (traditional for JECI-MIEC working method), participants were provided with theoretical knowledge, but also concrete examples on the human rights reality which empowered them to stand and react. They have been introduced to the campaigning and action planning methods as well as to several Council of Europe's support measures for taking action.

The importance of this study session was also underlined by the organisation. This activity was part of JECI-MIEC's work on human rights issues which built upon many non formal education activities at European level as well as different campaigns and initiatives at national and international level. It was also part of the 4-year work and educational programmes with special focus on human rights culture and education.

The Study session was also an important learning point also for the participants. They concluded their statement by saying: "Immigration is a necessary process of development throughout history. It must be viewed not as a problem but as a fact. Each individual, group, organization, authority and NGO has the responsibility to ensure that the dignity and the rights of all immigrants are protected throughout this process".

8. Appendices

8.1 Appendix 1 - List of participants

Organisation
JECI-MIEC European Coordination
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E-mail: office@jeci-miec.eu
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Course Director
Mihai FLORAN
European Coordinator
JECI-MIEC European Coordination
Romania

Educational Advisors
Maria KOUTATZI
Greece
Dariusz GRZEMNY
EYC Strasbourg

Trainers
Loucille Alcala
IYCS Program Coordinator
European Team member
The Philippines/France

Mehul Dabhi
IMCS President
European Team member
India/France

Alexandrina Kiss
Financial Manager
ASTRU Cluj
Romania

Christopher McCoy
International Chaplain
IMCS-Pax Romana
United Kingdom

Experts
Zoe KOKALOU
Coordination Européenne des Femmes
Greece

Paul-Tiga ZANGRE
International Chaplain
International Young Catholic Students
Burkina Faso/France

Participants

1	Mr.	Bienek	Maximilian Piotr	Germany	AKH
2	Ms	Freri	Fani	Greece	EKNE
3	Mr.	MIKALEF	Michail	Greece	EKNE
4	Ms	KOPANOU	MARILENA	Greece	EKNE
5	Mr.	Pilkis	Martynas	Lithuania	Ateitis
6	Mr.	Calleja	Carlo	Malta	MKSU
7	Mr.	Bonnici	Pierre	Malta	MKSU
8	Mr.	NIZEYIMANA	Maurice	Other	IMCS Africa
9	Ms	Rosa Inés	Rosa Inés	Other	IMCS Latin America
10	Mr.	Thi Tu Ha	NGO	Other	IYCS Asia
11	Ms	AL HELOU	SULEIMAN	Other	IYCS Middle East
12	Ms	BORGES SACOTO	CAROLINA FERREIRA DA CUNHA	Portugal	MCE

13	Ms	MACHADO GODINHO	MARTA	Portugal	MCE
14	Ms	Dumitraş	Delia Roxana	Romania	ASTRU Cluj
14	Ms	Ignat	Lucia Ioana	Romania	ASTRU Cluj
15	Ms	Horvat	Crina	Romania	ASTRU Cluj
16	Ms.	Fernea	Raluca	Romania	ASTRU Cluj
17	Ms	Păuleț	Maria Daniela	Romania	Catholic Action "St. Joseph"

It is important to highlight that the whole Ukrainian delegation – composed of five persons – was unable to attend the study session due to the fact that the Ukrainian border was closed for sanitary & safety reasons in that time (A/H1N1), as we were informed by the respective participants.

8.2 Appendix 2 - Evaluations from the participants

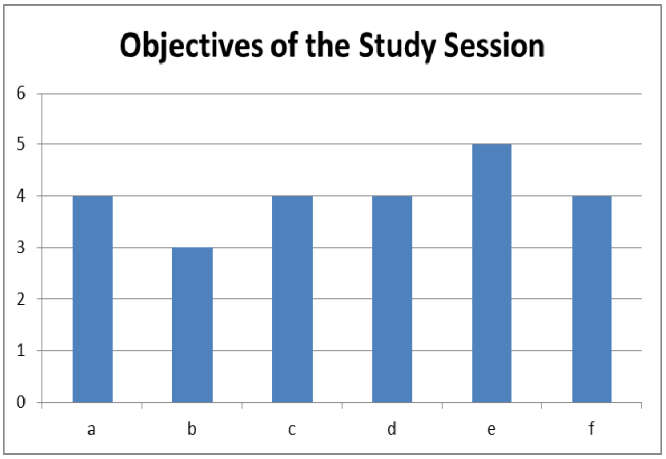
The participants were asked to fill in an evaluation form as part of the formal final evaluation of the study session. Part of the questions was closed while some others were rather open ones.

8.2.1 The response to the initial expectation

The average answer from the participants to the question "to which extent has this study session responded to your initial expectation?" was 78,33%.

8.2.2 The objectives of the study session

The participants were asked to evaluate how far each of the objectives was reached during the study session on a scale from 1 (not reached at all) to 5 (fully reached).



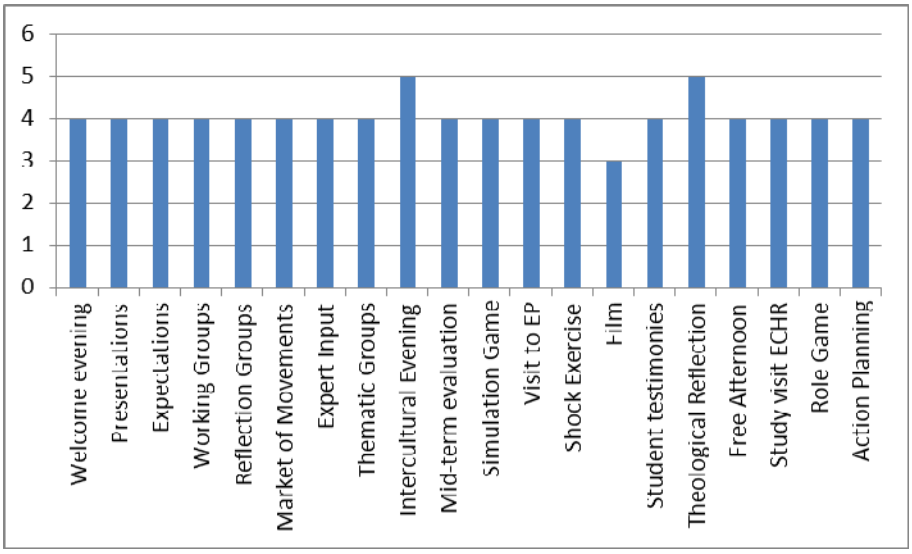
The objectives of the Study session were as follows:

a) to deepen the different approaches to human rights and the mechanisms for their protection
b) to understand the reality of student immigration in Europe
c) to analyse the different realities in the societies where participants are coming from and identify different forms of violation of human rights regarding immigration such as intolerance, discrimination, disrespect, xenophobia
d) to facilitate participants to find their individual approach to the human rights
e) to reflect and identify the responsibilities that Christian Students have and their key roles as important agents in promoting and protecting human rights
f) to promote intercultural learning among participants

According to the participants evaluation, the objective e) was the only one fully reached, while most of the other objectives (a, c, d and f) were reached and only one (b) was neutral evaluated.

8.2.3 Learning achievements

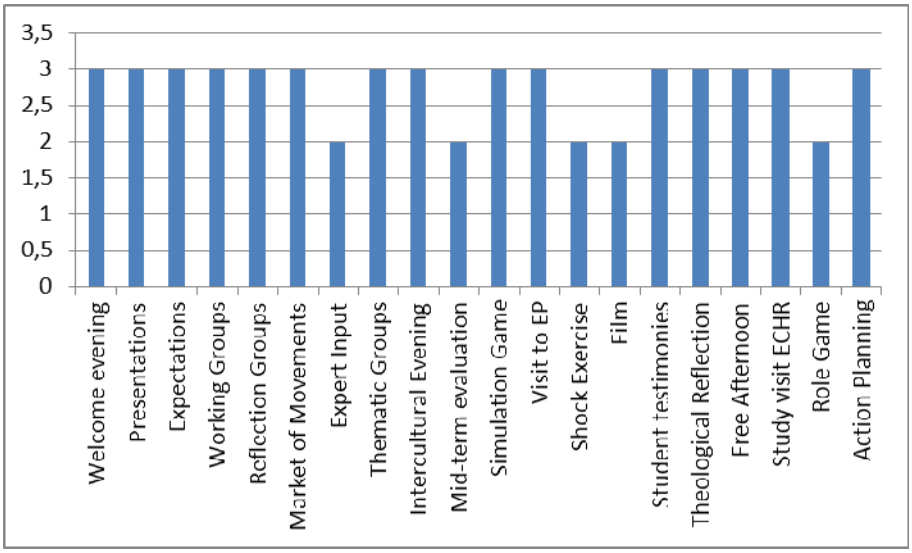
The evaluation form asked each participant to indicate for each session which were the learning achievements that he/she considers taking from the respective session. The learning achievements were marked by ++, +, 0, -, -- which were quantified from 5 to 1 in the following table.



According to the participants, in average, the two sessions with most learning achievements (++) were the *intercultural evening* and the *theological reflection.* The only session which was neutral (0) was the Film projection while all the other sessions had learning achievements (+).

8.2.3 Enjoyment of the sessions

In the same table in the evaluation form, participants were asked to answer how did they enjoy the sessions by choosing the following smiley faces: ☺ 😐 ☹. The faces were quantified into ☺ = 3, 😐 = 2 and ☹ = 1.



According to this item, in average, the participants enjoyed most of the sessions by marking them with ☺ while five sessions were marked neutal 😐. This five sessions were: the *expert input of Mrs. Zoe, the Mid-term evaluation, the Shock Exercise (the diebriefing and simulation activity), the film and the Role Game*.

8.2.4 Most important elements learnt during the study session

One of the questions that was put forward to the participants was to see what they consider being the most important element learnt during the study session. Some of the answers were:

- the reality of immigrants all around the world, their problems, reasons to leave their own country, all the struggles they have to face in order to get a better life;
- a lot about my intra and interpersonal relationship and to become aware of the situation of migration which helps me find ways how to tackle it and defend more people's rights;
- had the chance to meet other people and learnt a bit of seeing things from other point of view;
- different realities, different issues and problems;
- support and understanding of each other fighting against prejudices, it is not important only to have an opinion, but to act because we are still living in a cruel and unjust world where human rights are frequently violated;
- I've learnt that there are possibilities to help the others and about the work of the Council of Europe;
- about the first-point arrival countries, COE and some new activities to use for immigration and HR issues;
- more information about human rights.

8.2.5 Future use of the experience in the work with young people

Another question that was to see what they want to do in the future with the information, the learning achievements and the experience acquired during the study session. The question was meant to be seen at all levels: individual, organisational and European. Some of the answers were:

- make people aware about the migration reality, change my own prejudices, stereotypes, really act and put them aside;
- prepare activities and meetings about this issue in order to share what we have learnt and include foreigners in my movement;
- I'll try not to be so intolerant towards immigrants when it is possible;
- we should work in our teams, our meetings, maybe do campaigns and manifestations, participation in services for immigrants;
- be more open-minded and sensitive towards the others and promote integration of students coming from different cities/countries coming to study in our city;
- organising some informative events, sharing of the experience got here;
- write something about immigration & HR and propose some activities;
- organise some activities in which to involve migrants for testimonies but also to integrate them in our movement activities;
- we should prepare a similar study session in Latin America and other continents;
- organise activities to share the information.

8.3 Appendix 3 – Resources and materials

Materials and resources used for the study session were:

- COMPASS – Manual on Human Rights Education with Young People (Council of Europe, 2002; online version: http://www.eycb.coe.int/Compass);
- DOMINO – Peer group education (Council of Europe, 2005; online version: http://www.eycb.coe.int/domino);
- Education Pack "All Different – All Equal" (Council of Europe, 1995/2004; online version: http://www.eycb.coe.int/edupack);
- Companion (Council of Europe, 2007; online ordering: http://www.eycb.coe.int/companion)
- JECI-MIEC European Coordination publications: http://ww.jeci-miec.eu;

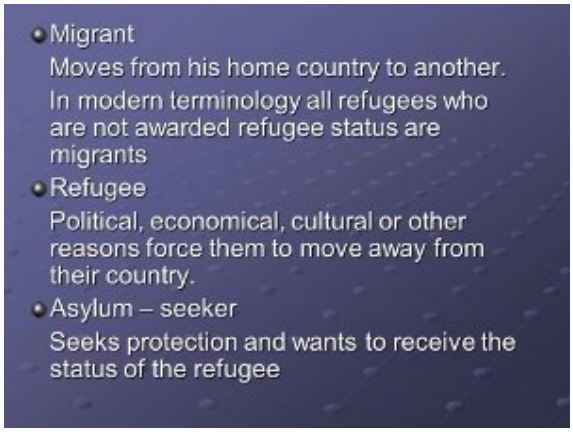
- Council of Europe: Young people building Europe: http://www.coe.int/T/E/Cultural_Co-operation/Youth/

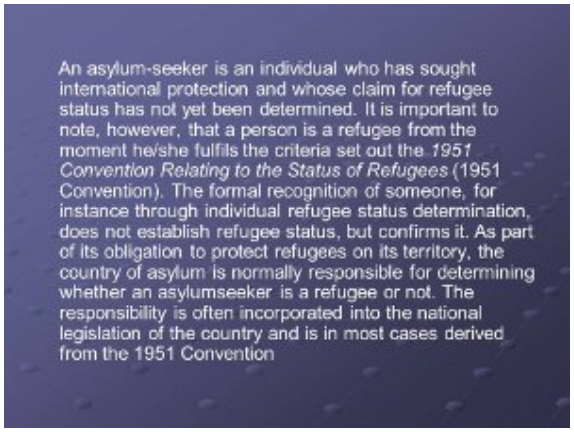
The participants were also presented the Universal Declaration of Human Rights (UDHR), Charter of Catholic Students Rights and Responsibilities (developed by IMCS and IYCS in 2006) and given copies of the European Convention of Human Rights (ECHR).

Books, brochures and other materials from various countries such as reference materials to the presentations of several participants on human rights situation in their countries as well as reference materials taken by experts were used during the study session.

8.4 Appendix 4 - Materials of the study session

8.4.1 Expert input: Immigration and human rights - negotiating the non-negotiable





- Illegal immigrant
  The term is (should) not used anymore.
- 'Sans papiers'
- Displaced persons (IDP)
- Returnees (Refugees and IDP)
- Stateless
- Climate refugees
- Unaccompained minors asylum seekers
- Family Reunification
- Diaspora (a mass movement of population usually forced by war or natural disaster)
- Asylum shopping
  The term is unacceptable, on human rights terms, preconceives bad faith.

- According to the European Council on Refugees and Exiles, a network of European refugee-assisting non-governmental organizations (NGOs), huge differences exist between national asylum systems in Europe, making the asylum system a 'lottery' for refugees. For example, Iraqis who flee their home country and end up in Germany have a 85% of being recognised as a refugee and those who apply for asylum in Slovenia do not get a protection status at all. A phenomenon referred to as 'secondary movement' describes the travelling of asylum seekers from one country of the European Union to another.

Definitions

- Geneva Convention
  Detailed and somewhat restricted – Defines Prosecution on: supposed race, religion, nationality, membership of a particular social group, political opinion
- African Definition Includes also: economic uncertainty, exploitation, hunger, misery, natural disasters and famine (new fact: religious exploitation).
- The Dublin agreements limit the G.C. definition only to political persecution of individuals by the state

Refugees, asylum seekers, IDPs, stateless persons and others of concern of UNHCR end 2008 (established June 2009)

Central Africa-Great Lakes	3.150.369
East and Horn of Africa	5.697.171
Southern Africa	418.056
Western Africa	909.619
Asia and Pacific	10.089.322
Middle East and North Africa	6.056.197
Europe	4.118.021
America	3.976.947
Various	49
Total	34.415.751

Immigration and Human Rights

Negotiating the Nonnegotiable

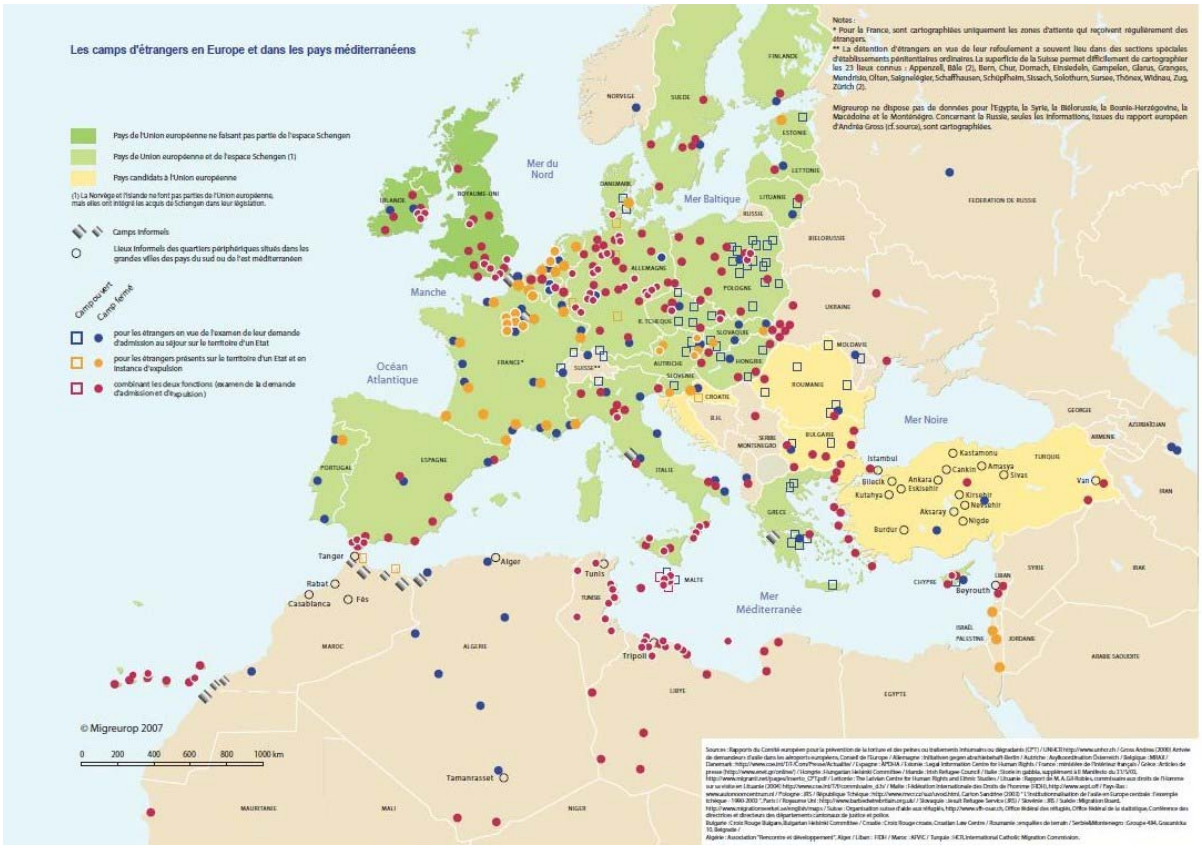
- An estimated 80% of refugees are women and children. They often carry the heaviest burden of survival for themselves and their families. Women and adolescent girls in refugee settings are especially vulnerable to exploitation, rape, abuse and other forms of gender-based violence.
- Children and youth constitute approximately 50 percent of all refugees worldwide. They are the deliberate targets of abuse, and easy prey to military recruitment and abduction. They typically miss out on years of education, particularly the younger ones. More than 43 million children living in conflict-affected areas don't have a chance to go to school.
- Girls in particular face significant obstacles accessing education. Families who lack funds for school fees, uniforms, books, etc. are often influenced by cultural norms to prioritize education for boys over girls. Girls are typically pulled out of school before boys, often to help with traditional care-giving/work roles including care for younger siblings, gathering firewood and cooking. Early or forced marriage can also derail a girl's education.

- Asylum applications in industrialized nations rose by 10 percent in the first half of 2009 compared to the same period last year, according to the UN refugee agency's provisional statistics released on 21/10/2009. A total of 185,000 asylum claims were filed in the six months of this year across 38 European countries, the United States, Canada, Japan, Australia, New Zealand, and The Republic of Korea.
- Iraq remains the top country of origin of the asylum applicants (19,200 claims) for the fourth consecutive year. Afghans (12,000 claims) and Somalis (11,000 claims) are the second and third largest groups as security conditions continue to deteriorate in large parts of their home countries. The other main countries of origin are China, Serbia (including Kosovo), the Russian Federation, Nigeria, Mexico, Zimbabwe, Pakistan, and Sri Lanka.
- As a region, Europe received 75% of all asylum applications although the United States remained the single largest recipient country with an estimated 13 percent of all applications filed in industrialized nations (23,700). France ranks as the second recipient nation with 10% of all claims (19,400), followed by Canada (18,700), the United Kingdom (17,700) and Germany, ranked fifth (12,000).

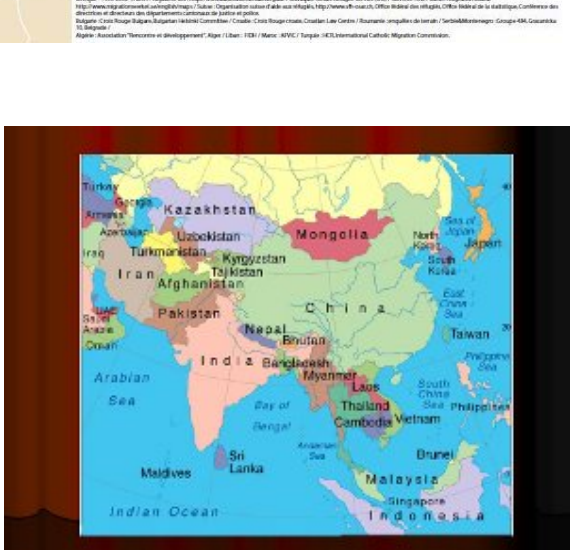
United* List of 13250 documented refugee deaths through Fortress Europe

*Documentation on 06-05-2009 by UNITED
UNITED for Intercultural Action, European network against nationalism, racism, fascism and in support of migrants and refugees


29-10-09-N4
29-10-09
N7



8.4.2 Student testimonies: Asian reality



ASIAN MIGRATION

Asian migration is not new: westward movements from Central Asia helped shape European history in the Middle Ages, while Chinese migration to Southeast Asia goes back centuries. In the colonial period, millions of workers were recruited, often by force.

ASIAN MIGRATION

- In 2005, Asia hosted 53 million (27.7%) out of the world's 191 million migrants (the United Nations Department of Economic and Social Affairs)
- 2.6 million people leaving their homes in search of work each year
- 6.1 million Asians were employed outside their own countries within the Asian region (*Australian demographer Graeme Hugo*)
- Estimates about 8.7 million Asian migrants in the Middle East and over 20 million Asian migrant workers worldwide.
- All countries in Asia experience both emigration and immigration

ASIAN MIGRATION

- Internal/domestic migration
- Continental migration/migration within Asia
- Intercontinental migration

INTERNAL MIGRATION

- Rural areas-big cities/ industrial areas
- Region – region

India: around 100 million migrant workers from rural – cities

China: massive flows from rural areas in the center and west to the new industrial areas of the east (especially Beijing, Shanghai, and the Pearl River Delta) have created a "floating population" of 100 to 150 million people.

Forced internal displacement: In 2006, there were 3 million internally displaced persons (IDPs) in Asia, not including the 2.7 milion in the Middle East. The main causes were conflict, violence, or human rights abuses

MIGRATION WITHIN ASIA

- Mainly destination countries: Brunei, Hong Kong, Japan, Singapore, South Korea, Taiwan
- Countries with both significant immigration and emigration: Malaysia, Thailand
- Mainly source countries: Bangladesh, Burma, Cambodia, China, India, Indonesia, Laos, Nepal, Pakistan, Philippines, Sri Lanka, and Vietnam

THE FLOW

- 1960s: Asian workers went to western countries (USA, Canada, Europe) to work (Engineers and 3D jobs: dirty, dangerous, demeaning)
- Early 1970s: went to oil-rich countries in Middle east (construction workers and maids)
- 1980s-1990s: shift to East Asian as a result of rapid industrialization

ASIAN Migrant workers

- Mostly organized by migration agents and labor brokers.
- Asian governments seek to strictly control migration, and migrants' rights are often very limited
- Policymakers encourage temporary labor migration but generally prohibit family reunion and permanent settlement.
- While most migration in the region is temporary, trends toward long-term stay are becoming evident in some places

"PULL" FACTORS

FROM RECEIVING COUNTRIES (Eg. East Asia):

1. De-industrialization: companies are left with little choice to import cheap labor or to relocate their companies to cheaper labor countries to remain their business
2. Industrial restructuring where local workers move into higher technology or service-oriented jobs and away from 3D jobs.
3. Changing role of women where they increasingly join the workforce in order to help support their families.

"PUSH" FACTORS

FROM SENDING COUNTRIES (Eg. SA and SEA)

1. Unemployment and cheap wages
2. Poverty, widening wealth disparities and rising cost of living
3. Destruction of rural areas and communities especially as a result of industrialization
4. Government labor export policy

- Sending countries: developing or underdeveloped
- Except for housemaids, nannies, nurses and secretaries, the workforce is almost entirely male.
- Migration is a means to:
  - wealth unobtainable back home
  - settle outstanding debts
  - sacrifice themselves for the needs of others (families, relatives…) →taken granted/exploited by greedy family, friends and agents.

Denial of the right to association: joining unions or forming an association

At a press conference, Thai workers recount the inhumane conditions they were forced to endure at their workplace and dormitory in Kaohsiung City, Taiwan.

Why labor export policy?

- To provide mass employment
- To generate foreign currency to pay foreign debts, deficits, imports
- To prop up the currency and the economy

Free market globalization puts the poor countries – who can't compete globally into a more disadvantaged and desperate position → intense pressure for sending countries to export millions of workers.

Key issues

- Exploitation
  - overwork : 50%
  - emotional, physical abuse: 30%
  - unpaid wages: 10%
  - contract disputes: 5-10%
- Safety/ protection
  - dangerous job but less protection
  - compensation
  - insurance

- **Killed or ill treated**
  - 1998: 26 Nepali killed in South Korea, 100 returned home in a disabled condition
  - 2007: 107 Vietnamese workers died in Malaysia
- **Inhuman working& living conditions:** crowded, small dormitory, lack of washing and toilet facilities, forced to buy food and toiletries in dormitory stores.

Migrant workers protest against the commodification of labor as part of the neoliberal agenda of the WTO. December 2005, Hong Kong.

- Stateless children
  - Long term residency → marriage/ divorce/ domestic violence
  - children's nationality and identity
- HIV-AIDS
  - Human trafficking
  - Sex trading

INTERCONTINENTAL MIGRATION

- Forced movements
- Searching for jobs
- Study

MAIN DESTINATIONS:

- US, Canada
- Australia, New Zealand
- Europe
- Middle East

INTERCONTINENTAL MIGRATION

- Three European countries experienced large Asian migrations connected with decolonization after World War II
  - The Netherlands from Indonesia
  - France from Vietnam
  - The United Kingdom from the Indian subcontinent and Hong Kong
- Smaller movements: from Goa, Macau, and East Timor to Portugal

INTERCONTINENTAL MIGRATION

- The Vietnam war led many people in Cambodia, Laos and especially Vietnam to become refugees in the late 1970s and 1980s, after the fall of Saigon. Hundreds of thousands of Vietnamese fled their homes.
- In the 1980s, Vietnamese engineers, scientists, politicians and workers were recruited by the Soviet Union, Czechoslovakia, and the German Democratic Republic

INTERCONTINENTAL MIGRATION

Top 3 Asian sending countries:

- China
- India
- Philippines

Contract Labor Migration to the Middle East

- Labor migration from Asia to the Middle East developed rapidly after the oil-price rises of 1973.
- Saudi Arabia and the United Arab Emirates imported labor first from India and Pakistan, then from the Philippines, Indonesia, Thailand, and Korea, and later from Bangladesh and Sri Lanka
- In the 1970s, mainly male migrants worked on construction projects.
- 1985: 3.2 million Asian workers in the gulf states

Contract Labor Migration to the Middle East

- After 1985, big demand for domestic workers, nurses, sales staff, and other service personnel surged, leading to a marked feminization of migrant labor flows, with Sri Lanka and Indonesia as the main sources.
- 2002: 3 million Indians, 1 million Pakistanis, 1.8 million Bangladeshis, 0.9 million Sri Lankans, 1.5 million Filipinos, and 0.4 million Indonesians working in M.E
- In 2004, Asians made up between 40-70% of the workforce in gulf countries (ILO)

KEY ISSUES

- Limited rights for migrant workers in M.E
- Female domestic workers are highly vulnerable to exploitation and sexual abuse
- It is difficult for the authorities of the sending countries to provide protection
- Some sending countries' authorities do not take enough efforts to support the workers
- The governments of Bangladesh, Iran, Nepal, the Philippines, and Pakistan banned some types of female migration to the gulf but found the ban impossible to enforce due to the activities of illegal recruitment agents. The bans have mostly been lifted although some limitations remain.
- Brain – drain

Good aspects of migration

- Helps people to know one another
- Provide opportunity for dialogue and communion or in deed integration at various levels
- Brought new growth and enrichment

8.4.3 Theological reflection

Theological Reflection

Strasbourg Thursday 19 November 2009
JECI-MIEC STUDY SESSION
Fr Chris McCoy

Five Parts

1. Introduction: What is theology? Types of theology.
2. Practical Theology: A Method.
3. Scripture Catholic Social Teaching
4. Discussion Groups
5. Feedback/Conclusions

What is theology?

- The study which, through participation in and reflection upon a religious faith, seeks to express the content of this faith is the clearest, possible 'language'.
- Theological reflection…thinking about what our faith says about a particular issue,

There are many different types of theology.....

- Scriptural theology
- Dogmatic theology
- Moral theology
- Pastoral theology
- Systematic theology

PART 2

A method of Practical Theology

1. Concrete life experiences
2. What our culture/society teaches us about the issue
3. What the Christian tradition says about the issue
4. Exploring the connections between these first three steps.
5. Making decisions. Taking action.

PRAYER AND MEDITATION

Part Three

Migration in
Scripture and Catholic Social Teachings
Some thoughts and reflections

The Scriptures

- Adam and Eve. Abraham
- Exodus. Desert
- The Flight into Egypt
- Jesus on the move
- Our homeland is in heaven
- The pilgrim church and the pilgrim people of God

Catholic Social Teaching.

'Erga Migrantes Caritas Christi'

'The Love of Christ Towards Migrants'
Published May 2004
Part of Catholic Social teaching

Some principles from Catholic Social Teaching about the rights of migrants :

1.People have the right to find in their own countries the economic, political and social opportunities to live in dignity; in other words, people have a right not to have to migrate.

2.The goods of the earth belong to all people and therefore people have the right to migrate to support themselves and their families if they cannot do so in their own countries.

3. Sovereign nations have the right to control their territories and provide for the common good of their residents, as long as this control is not exerted merely for the purpose of acquiring more wealth. In other words, more economically powerful nations have a larger obligation to accommodate migration than do poorer nations.

4. Refugees and asylum seekers fleeing wars and persecution have a particular claim and right to protection;

5. Regardless of their legal status in a country, migrants, like all God's children, possess an inherent human dignity that must at all times be respected

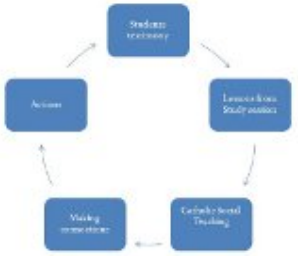
Jesus Christ the 'foreigner'

- 'Christians must promote an authentic culture of welcome capable of accepting the truly human values of the immigrants over and above any difficulties caused by living together with persons who are different.'
- It is not enough to perform acts of 'fraternal assistance' to migrants or even just supporting legislation in support of migrants rights

(Erga Migrantes Caritas Christi)

PART FOUR

A METHOD FOR OUR DISCUSSION GROUPS



8.5 Appendix 5 – Live transmission of the Documentation Committee on the website of the European Coordination during the study session

Day 1: On the first day, it was our SEE day; we had a presentation on human rights and immigrants realities. Sometime we can imagine it; sometimes it is really difficult to understand a reality that we are not directly facing.

We discussed own realities in our countries and our reasons for joining this study session, seeing migration inside our own countries but also from a country to another.

In the evening we learnt how are the other movements and the reality of immigration in their countries that attend this meeting.

Day 2: On the second day, we continued the SEE day and we discussed in groups issues like social cohesion, first point arrival, policies and government, or Church relation with immigration issues.

All the week long we have four working groups: liturgical to prepare the prayers of the meeting, social for the social life of the community we have here, documentation to have as much information as possible from the meeting as well as drafting in order to prepare a statement that we all want to deliver.

In the evening we had a party in order to know better our countries including traditional food, music and people, an intercultural manner to know better the other.

Day 3: Wednesday was one more long, great and exhausting day for participants of JECI-MIEC study session 2009. Lots of things are worthy of note. The day was opened with well-prepared prayer after which mid-term evaluation followed. During it young Catholics were sharing their feelings and impressions about the days that have passed. Later on they were discussing with whom they would like to share their shelter and with whom they wouldn't. Trying to identify the reasons and to think about the stereotypes that are hindering us to see the beauty of this world was one of the main targets of this activity. After lunch the group visited the European Parliament. It was a bit pity that the main hall was closed but still it was great and well guided excursion. The simulation game that began during the excursion and was continued in the EYC touched every participant of study session extremely deeply. It was amazing chance for everybody to imagine oneself standing in some other person's shoes and smell the reality of migrants and their relatives and beloved ones. The day was closed with a British film about the difficulty of love between people from different cultures. It is a must to mention that an interesting talk evolved from the scenes seen in the film. There is no doubt that Wednesday contained many chances for each participant to think over various things again and again and we are grateful to God for that.

Day 4: Thursday was really different from all the days of the study session that have already passed. You may ask what the difference was. The answer is clear – leaving European Youth Center, which has become home of participants for a week, and leaving for the sights and shops of Strasbourg. The wonderful autumnal weather was a great ally of those who wanted to have a walk or a ride with a bike. The day was ended with the lunch in a cozy restaurant near breathtaking cathedral. Both good jokes and hot discussions took place while waiting for food (which was really delicious) – that is a sign of every successful international project. However, it is a must to mention the serious and rewarding activities in which participants were involved before heading for Strasbourg. Four students from four different continents were sharing their view about the migration. Lots of questions occurred. Later on father Chris McCoy interactively presented theology, its types, shared the Catholic approach towards the issues of migration.

Day 5: Immediately after breakfast the group at the study session, left to the European Court of Human Rights. There we had a short tour around the premises. A brief seminar about how the court operates was led by an assistant lawyer working there. After, we had a discussion about the laws regarding migration and human rights.

Following this visit, we started the main activity of the day. This was a role game which took till dinner. In this exercise we went to an imaginary village. The village divided because of pressing issue concerning a migrant family. All of us had to enter in the shoes of various people with different views to this situation. The day ended with a short meeting with another group who are also having a study session at the European Youth Centre. We both shared our study session purposes and experiences. The group's name is The International Federation for Hard-of-Hearing Young- IFHOHYP, they come from different European countries.

After 5 days packed with interesting activities, we are now all very tiered…. So last night we tried to get some extra sleep.

Day 6: Its weekend again!!… Unfortunately this week, none of the Jeci-Miec's study session participant in Strasbourg was looking forward to it. Others would think that they were friends forever as they all managed to break all barriers and become great friends after just a few hours!

Being the last day, it makes sense that everyone was exhausted. Despite this fact, everyone was prepared to make the best of the last day. Today participants had to gather all that they experienced in the previous days and think how they can act. They also wrapped the week by a various evaluation exercises. Throughout the week participants formed four committees (drafting, social, liturgy and documentation). After lunch, the drafting committee presented a brief report, summarizing the topics and conclusions of the weeks' activities.

The participants had the opportunity of meeting the Holy See representative at Strasbourg. The report was presented to him. Following was a short discussion with him. Today the participants had the opportunity to celebrate Mass.

The day ended with a closing ceremony and a farewell party, followed with lots of tears, due to the strong friendships, hugs and kisses.

That's all from Strasbourg for now… However the experience will definitely be kept alive within the participants' hearts through the transformation and friendships.

8.6 Appendix 6 - CD

A Compact Disk containing the digital version of the resources and materials used during the study session together with a part of the photos taken during the study session is attached to this report and was given to the participants at the end of the event. The CD is also available on demand from JECI-MIEC European Coordination.