



## Children on the Move - how youth organisations can support young refugees and migrants



**Report of the study session coordinated by the International Falcon Movement - Socialist Educational International (IFM-SEI) in partnership with the European Youth Centre of the Council of Europe**

**5-12 March 2017, European Youth Centre Strasbourg**

This report gives an account of various aspects of the study session. It has been produced by and is the responsibility of the educational team of the study session. It does not represent the official point of view of the Council of Europe



International Falcon Movement - Socialist  
Educational International  
Rue Joseph II 120, 1000 Brussels  
Telephone: +32 2 215 79 27  
Email: [contact@ifm-sei.org](mailto:contact@ifm-sei.org)  
Website: [www.ifm-sei.org](http://www.ifm-sei.org)



## 0. Contents

1. Executive summary.....	4
2. Overview.....	6
2.1. Aims and objectives.....	6
2.2. Participant profile.....	6
2.3. Council of Europe’s work on migration and refugees .....	7
3. Programme.....	9
3.1. Preparatory task.....	9
3.2. Programme overview.....	9
3.3. Exploration of what is identity and intersectionality, including the analysis of how national identities shape individuals and groups.....	10
3.4. Introduction to the historical and current contexts of migration from a global perspective.....	11
3.5. Exploration of the terminology and legal frameworks with relation to migration, refugees, child refugees and unaccompanied minors.....	11
3.6. Sharing of stories and experiences of young refugees, sending communities, host communities and projects working with young refugees, including the sharing of the participants’ preparatory tasks.....	12
3.7. Critical analysis of structural causes and effects of migration in regards to capitalism, corporations, institutions, governments and member states.....	13
3.8. Project planning to promote the inclusion of young refugees and unaccompanied minors in youth organisations and communities.....	14
4. Outcomes and follow-up.....	15
4.1. Action projects.....	15
4.2. IFM-SEI Migration Network.....	17
4.3. Participant evaluation.....	17
4.4. Reflection on objectives.....	18
4.5. Learning outcomes of participants.....	18
4.6. Recommendations.....	19
5. Conclusion.....	20
6. Appendix.....	21
6.1. Useful educational resources.....	21
6.2. Team.....	21
6.3. List of participants.....	22
6.4. Programme.....	23



## 1. Executive summary

This is the final report of the ‘Children on the Move’ study session, conducted by IFM-SEI in partnership with the Youth Department of the Council of Europe at the European Youth Centre in Strasbourg on 5-12 March 2017. The study session brought together a group of 28 participants from inside and outside of IFM-SEI not only from across Europe but also from Indonesia, Palestine and Colombia. Over the week, the participants analysed flight and migration from a global perspective, going on a journey through the historical context to current day realities of migration. The group approached the topic with an anti-capitalist critique, reflecting on systemic power structures in the world that affect and influence migration.

Over the past years we keep hearing about the ‘refugee crisis’ hitting Europe. In IFM-SEI we do not think people seeking a better life is a crisis and we challenge the Euro-centric perspective that refugees and migration are centred on Europe. No person is illegal and we should take responsibility as internationalists fighting for an equal, just world to support refugees and migrants in our communities and fight for the acceptance of refugees, particularly child refugees and unaccompanied minors, as a child and youth movement. Through this study session, we wanted to challenge the prejudices around refugees and migrants and equip our member organisations with information, ideas and inspiration of how to better include child refugees and migrants in our organisations and societies. Throughout the seminar, a systemic approach was taken to look at the inequalities in our world being reasons for people being forced to migrate, migration not just occurring because of fleeing war.

Refugees and migration is central to the work of IFM-SEI in the 2016-19 strategic work plan. This work plan was co-created with members and organisations across the globe through a participatory and dynamic consultation process and this was one topic that repeatedly came up as a need from our members to tackle. ‘Children on the Move’ accompanies a two-year global project on refugees and migration taking place with four member organisations from each of three following regions: Africa, Europe and Latin America. The desire to tackle the topic specifically of child refugees and unaccompanied minors came from the recognition that children often get their basic rights stripped from them once they embark on a journey as a refugee or migrant, losing the essence of their childhood. The study session was also linked to the priority area “NGO’s and youth workers have been supported in their work on intercultural dialogue and peace-building” of the Council of Europe’s youth sector, and intended to contribute to the better Integration/social inclusion of migrants, young refugees in society.

The topic of supporting child refugees and migrants is not a standalone topic. It feeds into many other areas of work of IFM-SEI. Children’s rights in central to the discussion around this topic and also



vital to the work of our movement. Peace education is key to this work as well, due to war and conflict being a motivational factor for children fleeing their country but also internal conflict in the host communities is relevant. Inclusion and anti-xenophobia and anti-racism are essential to these discussions as well, in addition to the threat of right-wing extremism. All of these elements were brought out in the study session.

The participants that took part in the study session had a broad diversity in experience on the topic, some coming from a theoretical background on the topic, some who have volunteered with child refugees in their home community and some working professionally on the topic. A focus of the study session was for participants to come up with concrete, realistic action plans in their home organisations and communities to engage with children refugees and migrants, including unaccompanied minors. The outcomes are incredibly innovative and exciting and we can't wait to see them put into action over the next months and years.

The participants of the study session were impassioned and compassionate throughout the seminar and were very conscientious of each other's needs and experiences. The participants truly made the study session as productive and lively as it was and we have no doubt that they will work together further in the future. One of the key achievements was the establishment of the IFM-SEI Migration Network, whose first meeting was convened on the study session and continues to be self-led by the participants. A big thank you to the team for making it happen.

Carly Walker-Dawson

A handwritten signature in black ink, appearing to read "Carly Walker-Dawson".

Course Director



## 2. Overview

### 2.1. Aims and objectives

The aim of the study session was to analyse flight and migration from a global perspective from an anti-capitalist critique, reflecting on power structures and considering the historical and current contexts regarding migration.

The objectives were the following:

- To understand the systemic reasons for and effects of flight and migration
- To reflect on identity from an intersectional approach and explore how individual identities need be recognised in the context of migration
- To critically analyse the narratives in response to migration, e.g. governments, media, stereotypes and discrimination
- To learn more about the specificities of child refugees and unaccompanied minors
- To share experiences of working with young asylum seekers, migrants and refugees (good practices and challenges), particularly unaccompanied minors
- To develop ideas and tools, and plan actions, on how child and youth organisations can include young asylum seekers, migrants and refugees, particularly unaccompanied minors

### 2.2. Participant profile

We invited participants from Council of Europe member states, Senegal, Indonesia, Palestine and Colombia that have experience, or an interest, in the topic of child refugees and migration to join the study session. The study session was not exclusive to IFM-SEI members as we felt that it could bring added value to have participants with other experiences and can contribute towards building new partnerships. Participants were required to be multipliers of the topic following the study session, implementing projects in their local groups or communities.

The participants were selected based on their application answers based on criteria established by the programming team on five main areas: motivation, experience or plans on the topic, their understanding of the biggest issues in relation to the topic, what competencies or skills they could bring and how they plan to multiply their knowledge after the study session. During the selection the team took into account the gender, geographical and organisational balance of participants.



The age range was extremely broad, from 17 to 35, and there was a wide range of experience in the group. This heightened the rich peer education experience that took place and allowed for cross-generational exchange in relation to the topic. Around two-thirds of the participants and team was made up of women, with the remaining third being men. This is in line with IFM-SEI women's quota and there was not a perceptible dominance of women in the group dynamic. The geographical balance in the group contributed to the rich experience in the group and there was a lot of opportunity for cultural exchange, particularly because of having non-Europeans in attendance. 15 countries were represented at the study session and participants came from all regions of Europe. There was diversity in terms of ethnic and religious backgrounds in the group, as well as two participants self-defining as having additional needs and many people self-defining as LGBTQI. This created the opportunity for sharing of experience and rich discussions around identity.

Seven of the participants were not from IFM-SEI organisations. Three participants are involved in socialist student movements and are interested in becoming active in IFM-SEI by creating new non-formal educational movements. Three participants come from organisations working with refugees, two of whom work with women, and one participant applied without an organisation but with strong interest in the topic. We learnt a huge amount from these participants and appreciated very much their participation in the study session.

### **2.3. Council of Europe's work on migration and refugees**

We recognise the strong and impacting work that the Council of Europe has undertaken and is currently delivering on the topic that the study session addressed. We felt it important to highlight this work to the participants to share with them information, ideas and inspiration from Council of Europe policy, campaigns and programmes. A cross-sector and multifaceted approach is necessary to promote the inclusion of young refugees in our communities and societies and we are pleased this is a priority of the Council of Europe.

We presented the Lanzarote Convention - the Council of Europe's Convention on the prevention of children against sexual exploitation and sexual abuse - during our session on the child perspective in relation to migration. We also explored the special report on preventing children affected by the refugee crisis from sexual exploitation and sexual abuse. The petition against the detention of immigrant children - the resolution on harmonising protection of unaccompanied minors in Europe (Parliamentary Assembly 2016) - and the Secretary General priority actions protection children affected by the refugee crisis (March 2016) were introduced to the participants.

Menno Ettema delivered a session on the No Hate Speech Movement, introducing the campaign and address the topic in relation to refugees and migrants. He also introduced other youth department work around refugees and the work of the Human Rights Commissioner. We used the No Hate Speech



Movement as a stimulus for a joint session on combatting sexist hate speech and celebrating International Women's Day with Youth Environment Europe (YEE), another group that was also having their study session in parallel to Children on the Move in Strasbourg.

These sessions gave the participants a broader understanding of the legislation around refugees and gave the participants inspiration of how they can campaign to tackle hate speech against xenophobic hate speech and hate speech towards refugees and migrants. It also increased their working knowledge of the Council of Europe, in addition to being introduced to the Council of Europe Youth Department and co-management structures, as well as resources such as Compass, Compasito, Bookmarks and All Different All Equal Education pack.

The young people who participated in the study session were given the opportunity, experience and skills to facilitate young refugees' participation in decision-making through the local projects the participants engaged with before and after the study session. This contributes to the Youth Department priority of peaceful and inclusive societies by promoting intercultural learning, educating young people to be more inclusive of young refugees and by supporting young migrants to become more active in our youth organisations. Through the study session we were able to build links with actors in the youth field, for example different NGOs who participated in the study session outside of IFM-SEI and the organisations that participants worked with for their research projects. The programme as a whole is closely linked to the integration and social inclusion of young migrants and young refugees, a key priority of the Council of Europe Youth Department.



### 3. Programme

#### 3.1 Preparatory task

Participants were asked to undertake a preparatory task before arriving to the study session, in order for them to get used to the topic and more specifically to the issues related to young refugees and migrants in their local contexts. The first part was a project presentation that was presented during the “Bibliothèque of initiatives” session during the study session. The context analysis served as a basis for the action planning work they would prepare later in the week.

The preparatory could be undertaken solo or with other participants from the same area or organisation. The task was split into three sections:

1. **Research time: facts and figures** - the participants were asked to check facts and realities related to migration and young migrants, asylum seekers and refugees in their localities.
2. **On the ground: stakeholders mapping and needs assessment** - participants were asked to map the different stakeholders (actors, persons and groups who have an interest in the issue) and to assess the needs of young refugees, migrants and asylum seekers in their localities, including a needs assessment.
3. **Documenting a local project/initiative** - participants were asked to research and find an example of good practice working with young refugees, migrants and/or asylum seekers that inspires them. They were also instructed that if their organisation was already carrying a project the they should document it, or alternatively document one of the projects they got to know through the mapping the initiatives. They were asked to do this through either a short video (of 3 to 5 minutes), a photo report or a poster.

#### 3.2 Programme overview

We could describe the programme of the study session as a flow going through six different parts:

- 1) Exploration of what is identity and intersectionality, including the analysis of how national identities shape individuals and groups
- 2) Introduction to the historical and current contexts of migration from a global perspective
- 3) Exploration of the terminology and legal frameworks with relation to migration, refugees, child refugees and unaccompanied minors



- 4) Sharing of stories and experiences of young refugees, sending communities, host communities and projects working with young refugees, including the sharing of the participants' preparatory tasks
- 5) Critical analysis of structural causes and effects of migration in regards to capitalism, corporations, institutions, governments and member states
- 6) Project planning to promote the inclusion of young refugees and unaccompanied minors in youth organisations and communities

### **3.3 Exploration of what is identity and intersectionality, including the analysis of how national identities shape individuals and groups**

A person's identity is made up of multiple elements that work together in order to form a complex identity. The intersectional identities of a person affect how they are treated in society and the realities of a person in relation to discrimination and equity are not the same for all groups of identities. For example, all women's experiences are not homogenous; other factors such as her education level, ethnicity, physical and cognitive abilities and language(s) spoken influence how she is able to live her life. We take an intersectional approach, recognising that oppressive institutions are interconnected and need to be analysed together, and we need combat oppression together rather than from a single-issue identity politics approach. The concept of 'harmonized' identities is often delusional and used by politicians and/or nationalists to create the concept of 'us' and 'others' in order to divide people.

The participants reflected on their own identities and considered the complexity of identity in relation to migration. Intersectional identities are a significant consideration when we talk about migration, from a person's (in)ability to migrate due to economic factors, to the treatment of a migrant upon arriving in their host community and the potential threat of exploitation en route. We also considered that a person's ties to their country of origin can differ from person to person and there is a fine line between being proud of where you come from and being nationalistic, using a national identity to reject or discriminate against others. National identities link closely with migration in a two-fold way. A migrant's identity is influenced by a host community's national identity and a migrant brings their national identity into another society. This influence of cultures and norms can enrich communities and identities, however a fear of difference can create negative reactions towards immigration.



### 3.4 Introduction to the historical and current contexts of migration from a global perspective

Through looking at migration from pre-historical times through the Middle Ages to modern day, we can see that migration has always been a part of the human experience, it is a natural part of human existence and is not a new phenomenon. While migration is not a new concept, it is being used in the modern day to divide people and pit people against each other. Borders have always existed and have evolved over the centuries as a tool for socioeconomic control. However national borders and inequality between countries and regions is based on the economic power and influence of a national state and causes vast inequalities with relation to migration. Which country you were born in and the passport you possess, in addition to how much money you have, will be the biggest factors in classifying your freedom of movement.

We believe that migration is not a European issue and migration happens on an intraregional level and exists within a country through internally displaced persons (IDPs) as well as on a cross-continental basis. The mainstream media gives us the impression that there is a European crisis with regards to migration. We feel that no person is illegal and that people fleeing their countries for a liveable life are not causing a crisis, it is the lack of empathy and willingness to act in solidarity of governments that is causing a crisis. Migration has enriched cultures and societies greatly in terms of linguistic variance, civilization development and technological developments and is fundamental to our existence and development.

### 3.5 Exploration of the terminology and legal frameworks with relation to migration, refugees, child refugees and unaccompanied minors

The participants explored the contents of the Geneva Convention, the United Nations' Convention on the Rights of a Child (UNCRC) and the United Nations' Human Rights Convention (UNHCR) and discussed the articles in relation to migration, refugees and their rights. We need to understand the legal frameworks around refugees in order for refugees to know about their human rights and children's rights, in order to advocate for them and call out violations. We must highlight that legislation does not always reflect in practice therefore it is the role of civil society organisations to push for refugees' rights and to educate on their rights, hence Children on the Move taking a rights-based educational approach. While discussing legislation, we must remember migrants and refugees are more than just statistics; everyone has their own story and there is little choice when it comes to migration, whether fleeing war or for better socioeconomic conditions or working conditions.



It is important to understand that there are different meanings and connotations of words used to describe migrants and words are used to initiate a certain reaction. The terminology around migration and refugees is complex and is often used as a political tool to shape discourses in a particular direction by the mainstream media, decision-makers and institutions. It was important for the participants at Children on the Move to have a clear understanding of different terms in relation to the topic so that there is a common understanding. There are consequences and reasons for using different terms and the term 'refugee' can be restrictive when used in a legal context, as it can be used to exclude certain individuals or groups of people from legally seeking refuge.

### **3.6 Sharing of stories and experiences of young refugees, sending communities, host communities and projects working with young refugees, including the sharing of the participants' preparatory tasks**

Each refugee is an individual person with their own journey and story, which statistics doesn't reflect but that we must consider as educators. Both the conditions in the home country, the journey and the experience arriving in a host country can be extremely traumatic for child refugees and migrants. Discrimination and labelling has a huge influence on refugees and their treatment. Migration often involves elements of violence - mental, physical, economical, and systemic - and this is heightened when we consider women and children. Migrants also as don't often have access to social life, which is taken away from them as a refugee. Language courses and the arts can make them feel more included. Many refugees don't complete the journey, highlighting the desperation that drives people to migrate. The choice is taken away from someone when they feel they have to flee their home for another country, regardless of reason.

The participants shared their research projects with the other people in the group, sharing their initiatives and interviews with child refugees and unaccompanied minors. The participants reflected that the needs of a child refugee are different to that of an adult. Children can lose their childhood when they become a refugee. Children should have a right to play and have fun; it is vital to the development and wellbeing of children, and not having this stops children from being children. Emotional and psychological support needs to be provided for child refugees, in addition to housing and food. It is important that the children involved in the decision-making in their choices as refugees.

Refugees can have a positive impact on the host communities and countries can benefit from migration by the contribution of skills, culture and knowledge, economical growth, culture exchange, demographic growth and prosperity. Migration can provide skilled or unskilled workers, particularly relevant for host countries with aging populations that need young workers. Migrants can revitalise villages and towns. However politicians and the media often do not mention the benefits migrants



can bring to a country of community, but rather use migrants to scapegoat their own failings as decision-makers and use them as ammunition to create divisions in society.

Even as educators with socialist principles - equality, social justice, solidarity, freedom - we mirror our own societies, so it's easy for us to fall victim to stereotyping and judge people, including towards refugees and migrants. We end up acting in the way the media pushes and encourages us, and we need to change the media to change our perception of refugees and migrants. We must remember that the media is biased and funded by those with ulterior motives, to perpetuate socioeconomic divides in society.

### **3.7 Critical analysis of structural causes and effects of migration in regards to capitalism, corporations, institutions, governments and member states**

We are all citizens of the world and no person has more of a right to live in one country than another. However nationalism and people's insecurities are exploited to enforce a hierarchy of privilege in relation to migration. The refugee 'crisis' in Europe is unrepresentative as Europe only takes a minority of refugees and it is a Eurocentric approach to speak this way, as much of the world power is centred in Europe.

We live in a society where profit is considered more important over people, resulting in corporations and governments exploiting the refugee situation for their own gain, both economically and politically. While capitalism exists, conflict and forced migration will exist, as war is a lucrative business. Colonial history and the western powers have a lot to explain for the migration crisis through causing forced migration, yet refuse to take responsibility for the consequences. Non-governmental organisations (NGOs) often do the most work and take responsibility of supporting refugees, but it should be the responsibility of decision-makers.

The participants explored the supposed migration 'crisis' in relation to altruism, pity, branding and consumerism. Pity is often used to describe refugees, which invalidates their realities as it exists through a power imbalance and focuses on the outcomes of fleeing rather than the cause. Instead we need meaningful solidarity, including refugees as decision-makers in our work with refugees. Pity and branding intersect; pictures of starving children are used to get people to buy into a certain narrative or product. Pity reinforces power structures and can be patronising, be victimising and/or simplify problems. With regards to altruism, people often expect something back in return for something they give or for self-verification. Linked to this, philanthropy often is used with ulterior motives, such as to avoid taxes or to display 'heroism' to others. Child refugees in particular are central to this discourse at present.



The participants also reflected of the realities of living in the age of social media and trends. It is often easy to forget about problems in the world and superficial online actions, such as signing a petition, can often prevent us from stopping and thinking about the real issues.

### **3.8 Project planning to promote the inclusion of young refugees and unaccompanied minors in youth organisations and communities**

The participants were given the chance to think about how different means of activism can help us act in support of child refugees, such as glitter bombing, blockades and guerrilla theatre. The participants then used this as inspiration, as well as their research projects and content of the study session, to come up with their own projects on child refugees and unaccompanied minors. These projects are outlined in outcomes and follow-up section below.



## 4. Outcomes and follow-up

### 4.1. Action projects

#### A. Resource booklet on mental health first aid for migrants and refugees

This resource booklet will provide youth workers, volunteers and medical professionals with tools to provide mental health first aid for migrants and refugees. Split into two parts - one part for medical staff and one for volunteers working with migrant and refugee children - it will provide communication tools and methods to encourage migrant and refugee children to express their feelings. Created by two doctors and a volunteer youth worker.

#### B. Local migrant projects to promote mental health support

This project will create comfortable, child friendly spaces for school aged migrant children in local communities by working with volunteers to ensure that the pre-existing projects support children's mental health at every stage.

#### C. #childrenonthemove

A workshop pack for group leaders and young helpers that will provide tools to set up educational programmes on the topic of child refugees and unaccompanied minors for group leaders and young helpers. It will include information on the topic of identity and the meaning of terminology around refugees, migrants and asylum seekers. Group leaders will also be provided with methods, games and group night guidelines to help them work with children on the topic. This will support an educational workshop programme will be held at the national young helpers' school in summer 2017 as well as other educational events of Kinderfreunde in Austria.

#### D. Get involved!

Nuoret Kotkat (IFM-SEI organisation in Finland) will integrate young refugees into their local Falcon clubs where they already have young Falcon peer leaders. They will develop inclusive education tools for peer leaders so they can support and include young refugees and they will take young refugees and their peer leaders to their camps and activities.

#### E. Palestinian women: raise your voices for your rights!

This project will produce a toolkit to promote the Palestinian women's rights movements in Palestine, in Belgium and in other countries, through sharing stories and knowledge about their rights and activism. The stereotypical images of Palestinian women will be challenged; the image that they are a victims and not able to achieve their goals. As well as stimulating and inspiring other



Palestinian and Arabian women to work and proceed with their achievements, it will raise awareness of Palestinian women across the whole world.

#### **F. BUBBLE - Bursting Ur Bubble By Loving Each-other**

BUBBLE is a youth based project with the purpose of integrating refugees and asylum seekers into society and allowing them to feel like regular young people. The project has a focus on arts and plans to create a platform to give refugees and asylum seekers their voice back in society by showcasing their talents. Young people will put on live music concerts in Manchester in partnership with refugees to integrate them into the community and for them to make new friends of their own age and peer group through the medium of creative arts. As the concerts become established refugees will be involved in organising the events as well as performing. The team plans on simply being a friend: being someone to talk to, help with budgeting and recommending local services where appropriate.

#### **G. Kids - know your rights!**

This project will create a leaflet for unaccompanied refugees and migrant children to inform them about their rights. The leaflet will include information about places where they can find or ask for information on food, shelter, support services, access to education, protection and so on. The leaflet will be made with images, illustrations and written in plain language, as well as being translated into the most demanded languages.

#### **H. Start up academy**

The Start Up Academy will be set up in cooperation with the Ministry of Finance of Albania and the Municipality of Tirana. The academy will offer grants to students to implement projects with young unemployed migrants. The aim of the academy is for young migrants to gain skills to get them into employment. The academy will give students extra university credits and will provide the students with a certificate from the Ministry of Finance.

#### **I. Refugees welcome in Lithuania**

The purpose of this project is to inform students about non-governmental organisations working with refugees in Lithuania and to organise training events for students to gain skills in non-formal education and intercultural learning for them to work with refugees in the future. It will also organise volunteers meetings every month for the volunteers to share their experiences and challenges and to offer support solutions they face in their voluntary work.



## 4.2. IFM-SEI Migration Network

A notable outcome of Children on the Move is the creation of the IFM-SEI Migration Network, which was a proposal initiated by the participants on the study session. The Migration Network had their first meeting during the study session and made plans for the next year of work in the network. They elected one of the participants as the coordinator of the network to lead the work of the network, David Persson from Unga Örnar, Sweden.

## 4.3. Participant evaluation

The participants were generally satisfied with the study session; with 96.4% of the participants said their experience of the study session was positive or very positive. They reflected on the session being eye-opening, inspiring, diverse in learning methods, it introduced new concepts and gave them the space to make new friends. 82.1% of the participants felt that they fully or mostly gained confidence and competences to continue working on the themes of the study session and 85.7% felt that everybody had the opportunity to actively engage in the process in the learning environment.

Participants highlighted that they would take with them stories shared by the other participants, the motivation to work on new projects, tools and methods to work on the topic, and a new network and friends. What the participants would have changed in the study session was to invite refugees, to have more content on feminism and more of an academic approach to the topic. 78.6% of the participants felt their preparatory task was helpful and/or relevant to better understand the topic in order to have something to discuss and share. The participants also fed back that they would like to re-group in a year's time to update each other on their projects.

#### 4.4. Reflection on objectives

The table below shows the average rating of each of the objectives:

Objectives	Rating (out of 5)
To understand the systemic reasons for and effects of flight and migration	4.1
To reflect on identity from an intersectional approach and explore how individual identities need to be recognised in the context of migration	4.2
To critically analyse the narratives in response to migration, e.g. governments, media, stereotypes and discrimination	4.4
To learn more about the specificities of child refugees and unaccompanied minors	3.9
To share experiences of working with young asylum seekers, migrants and refugees (good practices and challenges), particularly unaccompanied minors	4.2
Develop ideas and tools, and plan actions, on how child and youth organisations can include young asylum seekers, migrants and refugees, particularly unaccompanied minors	4.5

If the study session were to be repeated, the team would have had a session specifically on unaccompanied minors, to make more explicit their specificities and to give a specific space to discuss the issue.

#### 4.5 Learning outcomes of participants

##### Knowledge

There was a wide range of experience levels in the group, however the participants gained knowledge on the realities that refugees and migrants, particularly child refugees, when seeking refuge and the consequences migration can have on the individual and the resulting effect on mental health. They received knowledge on history of migration and the current migration flows in the world, highlighting that migration is not a European centred issue. The participants also gained knowledge on legislature around migration and refugees, as well as knowledge on the systemic reasons for flight and migration. Participants highlighted that a key learning area was an increased understanding of the political situation in Palestine and the lives of Palestinian people, due to a presentation on the situation by our Palestinian participant and on-going discussions that resulted from it.



## Skills

The participants outlined that they gained skills in working as a team and adapting to different people's needs in a mixed environment. The participants were able to gain presentation skills, public speaking skills and debating skills, as well as research skills through some of the activities. Another vital skill they developed was designing and delivering non-formal methods to take them back home with them to their local groups and communities, as well as project planning skills.

## Attitudes

In terms of attitudes, the participants reflected that by the end of the study session they were better able to consider the needs of young refugees and how to include them better in their organisations and communities. They also were able to be self-reflective on their own prejudices they hold in order to be more empathetic and supportive. The participants said that they feel more confident to work in their local organisations and communities on the topic and felt that they could enact social change after the study session. The participants were better able to understand others' points of view, becoming more considerate and thoughtful towards others.

## Tools

The participants benefitted from new non-formal educational tools and methodologies to use in their organisations and communities and gaining better understanding of migration from a global perspective, including the needs of child refugees. They also received tools and ideas for planning projects and activism around the topic of the study session, which they gained from the sessions on their own project development, the activism session and getting inspiration from others participants' projects.

## 4.6. Recommendations

The participants reflected on that there should be more refugees and more non-Europeans included in the educational activities of both IFM-SEI and Council of Europe. Furthermore, they felt the topic of child refugees should be mainstreamed into other activities of both organisations, including camps, activities and seminars.

The newly formed Migration Network advised IFM-SEI that it would be useful to create a migration hub on their website to share resources on the topic and encourage other organisations to engage with the thematic area of work.



## 5. Conclusion

On the whole, the participants felt like their expectations were achieved and surpassed both in terms of content and atmosphere. There was a strong feeling that the participants made new friends and colleagues for future collaboration. The diversity in the group gave richness to discussions and outcomes and the way each organisation brought in their expertise and experience meant that the participants gained a lot in terms of skills, experience and knowledge, and gained new tools.

The participants were able to clearly reflect on the systemic reasons for migration and analyse how migration is exploited by states, governments and corporations to perpetuate the inequalities in the world, which puts profit over people. The participants felt strongly that there are not right and wrong reasons to migrate; if someone has to move to a different country in order for their basic needs and human rights to be adhered to, then the element of choice is removed. No person is illegal and we should challenge the global inequality towards freedom of movement. The reality in our world at present is that NGOs have to take a lead in supporting young refugees and migrants making them feel included in our communities, although it should be the responsibility of governments and institutions. It is essential that within our work on the topic of refugees and migration that refugees and migrants themselves are active in the decision-making and implementation of projects collaboratively. In order to change people's mind-sets and prejudices around migrants, we must create a space for people to meet with migrants and share stories.

The projects coming out of the project are far-reaching and diverse. They vary from local group inclusion projects and arts and cultural activities on the ground, to creating toolkits for educators and launching global campaigns. The projects will not only have a significant effect in IFM-SEI but outside of the movement in local communities and in partnership with other organisations participating in the study session. IFM-SEI members are very excited about the work of the new Migration Network as a result of the study session and we are confident that the innovative ideas from the study session are continued through this forum. The outcomes from the study session will complement closely the strategic work plan of IFM-SEI for the mandate 2016-19 and we are thankful to Council of Europe Youth Department for supporting us again to drive forward the fight for a more equal, accepting, inclusive and fair world for this and the next generation of children and young people.

## 6. Appendix

### 6.1. Useful educational resources

- **UN Human Rights Declaration** - Child-friendly version  
[http://www.eycb.coe.int/compasito/chapter\\_6/pdf/1.pdf](http://www.eycb.coe.int/compasito/chapter_6/pdf/1.pdf)
- **UN Convention on the Rights of a Child** - Child-friendly version  
[http://www.eycb.coe.int/compasito/chapter\\_6/4.html](http://www.eycb.coe.int/compasito/chapter_6/4.html)
- **Council of Europe ‘Lanzarote Convention’** - Convention on Protection of Children against Sexual Exploitation and Sexual Abuse  
[https://www.coe.int/t/dg3/children/1in5/Source/Lanzarote%20Convention\\_EN.pdf](https://www.coe.int/t/dg3/children/1in5/Source/Lanzarote%20Convention_EN.pdf)
- **No Hate Speech Movement**  
<https://www.nohatespeechmovement.org>
- **Bookmarks** - Manual on combatting hate speech online  
<https://www.nohatespeechmovement.org/bookmarks>
- **Compasito** - Manual on Human Rights Education with Children:  
<http://www.eycb.coe.int/compasito>
- **Compass** - Manual on Human Rights Education with Young People:  
<http://www.coe.int/en/web/compass>
- **IFM-SEI publications** - IFM-SEI has created many non-formal activities, for example **Rainbow Resources** on sexuality and gender or **All Together** on social inclusion:  
<http://www.ifm-sei.org/resources>

### 6.2. Team

Name	Organisation	Country
Bet Bayó	IFM-SEI	Belgium
Carly Walker-Dawson	IFM-SEI	Belgium
Iolo Walker	Woodcraft Folk (IFM-SEI)	United Kingdom
Mayssa Rekhis	Trainers Pool, Youth Department of the Council of Europe	Sweden
Natalia Kallio	Nuoret Kotkat (IFM-SEI)	Finland

### 6.3. List of participants

Name	Organisation	Country
Alicia Arbid	Arab Women's Solidarity Association	Belgium
Ana Abdi	Euro-Socialist Forum of Albania	Albania
Anastasia Podara	Metadrasi Action for Migration and Development	Greece
Anwar Khateb	Independent Youth Federation (IFM-SEI)	Palestine
Arnold Kandem	IFM-SEI	Belgium
Arturas Saveljevas	Lithuanian Youth Falcon Union (IFM-SEI)	Lithuania
Cecília Aranda Soler	Esplais Catalans (IFM-SEI)	Spain
Christina Moula	N/A	Greece
Christy Tod	Woodcraft Folk (IFM-SEI)	United Kingdom
Clive Aquilina	Pulse	Malta
David Persson	Unga Örnar (IFM-SEI)	Sweden
Elife Çetin	Association of Social Democracy (IFM-SEI)	Turkey
Esther Rae Price	Woodcraft Folk (IFM-SEI)	United Kingdom
Gemma Solans	Esplais Catalans (IFM-SEI)	Spain
George Smart	Woodcraft Folk (IFM-SEI)	United Kingdom
German Velez	Acacia (IFM-SEI)	Colombia
Heli Gotthartsleitner	Rote Falken Kinderfreunde (IFM-SEI)	Austria
Jessie Fleming	Woodcraft Folk (IFM-SEI)	United Kingdom
Mie Jørgensen	DUI LEG-og-VIRKE (IFM-SEI)	Denmark
Noel Misfud	Pulse	Malta
Pinja Sedig	Nuoret Kotkat (IFM-SEI)	Finland
Polina Dubina	Health and Life Foundation	Russian Federation
Roland Carter	Woodcraft Folk (UK)	United Kingdom
Sarah Simona Barclay Boira	Woodcraft Folk (UK)	United Kingdom



<b>Name</b>	<b>Organisation</b>	<b>Country</b>
Samsam Abdiaziz Ahmed	Unga Örnar (IFM-SEI)	Sweden
Siti Nur Aini	KKSP	Indonesia
Pauliina Virtanen	Nuoret Kotkat (IFM-SEI)	Finland
Zivile Aleksunaite	Lithuanian Youth Falcon Union (IFM-SEI)	Lithuania

## 6.4. Programme

Children on the Move - IFM-SEI study session 5-12 March 2017 - Strasbourg										
TIME	ARRIVALS - 5 March	DAY 1 - 6 March	DAY 2 - 7 March	DAY 3 - 8 March	DAY 4 - 9 March	DAY 5 - 10 March	DAY 6 - 11 March	DEPARTURES - 12 March		
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday		
Theme		Who am I? Who are 'the others'?	How has migration evolved?	How does migration affect me and us?	What's the problem?	What is being done? What needs to be done?	What needs to be done?			
07:45-09:15	ARRIVALS	BREAKFAST							DEPARTURES	
09:45 - 11:00		Introduction	Is migration a new trend? Historical perspective on borders and migration	Chronicles and crossings	Is it a crisis?	Local initiatives bibliotheque	Project planning			
11:00-11:45		BREAK								
11:45 -13:00		Getting to know each other	Migration now(!) - the current context	Chronicles and crossings	Capitalism, corporations and more	Local initiatives bibliotheque	Presenting project planning			
13:00-14:30		LUNCH								
14:30-15:45		My identity	Words do matter!	Stories from the host communities	The child perspective	Project planning	Activism and action			
15:45-16:30		BREAK								
16:30 -17:45		Our identities	Legal frameworks related to children on the move	Who's labelling?	Free afternoon/evening	Project planning Group/individual work	Follow up and evaluation			
17:45-18:15		Reflection groups	Reflection groups	Reflection groups		Reflection groups				
18:30-20:30		DINNER				DINNER				
20:30+		Welcome evening	International snacks and drinks evening	Children's rights quiz	International Women's Day celebration	Dinner in Strasbourg	Chill out night	Farewell party		

