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HUMANITY PASSPORT

THE RIGHTS OF MIGRANT AND REFUGEE CHILDREN



unicef 

ACTIVITIES AND RESOURCES

Child Rights Education and Global Citizenship. Guide for the year 2016-2017

THREE DAYS TO TAKE ACTION

Harness the support of the school community on these three dates:

20 NOVEMBER. CHILDREN'S DAY



Universal Children's Day is an opportunity to extend a symbolic welcome to children in need everywhere. A passport is a document that permits or denies entry to other countries: turn your class into a place of welcome by making a group passport showing you are global citizens, and learn about rights to identity, citizenship and protection. You will also discover what connects us to other children and welcome them into your passport. Download the PDF template at: www.unicef.es/educa

30 JANUARY. WORLD PEACE DAY



World Peace Day is an opportunity to protest against all kinds of violence. War, conflict and persecution force millions of children to flee, sometimes without the protection of their families. On this day, you can show your solidarity and defend the rights of families who are fleeing from conflicts around the world. www.unicef.es/educa

22 MARCH. WORLD WATER DAY



In spring you can show your support and commitment to sustainable development by organizing a charity race for Niger. As you organize the event in support of the children of Niger, you will learn the importance of water in education. The races don't have to be run, they can also be walked, hiked, swum or crawled. Organise a #GotasParaNiger charity race in support of the work done by UNICEF in Niger in favour of education, health and water. Add a droplet or two! www.unicef.es/educa

EXTENDING A WELCOME: AN EDUCATIONAL PERSPECTIVE

Everyone wants a safe place to live in the world, a place of shelter and protection, where we are respected and welcome. It is a feeling we all share, especially children. The need to belong is the right for every child. Every child and adolescent has a right to a home, to be with her or his family, to be protected by institutions and governments, to live in a positive environment, to thrive and develop their potential, to study, to be healthy... no matter where they live, where they are from or what their circumstances may be. Children rights belong to every child everywhere, no matter what.

Media reports on children starting a new life far from home usually focus on statistics, and alarming or shocking details, mostly tending to overlook the deeper, thought-provoking issues. It is important to encourage students to reflect on the broader issues, beyond the breaking news and media reports, so that they understand events from a development, global citizenship and child rights perspective.

This teacher's guide suggests ideas and tools for discussing the issue with students of different ages and integrate it into the wider curriculum. It aims to address a wide range of questions including concepts, terminology, emotional learning and how to take action. It also deals with key issues, such as the importance of balancing the right to information about world events and the right to protection from harmful or disturbing news and images. It also discusses the importance of involving the whole school community in the commitment to providing innovative, quality education from a child rights education and global citizenship perspective.



EARLY CHILDHOOD EDUCATION

Protection, security and affection are the basis for optimum emotional and cognitive development in early childhood. Failing to ensure these basic rights can seriously hinder their development. Despite this, millions of young children around the world are deprived of the protection of a stable home and community because they are to flee from disaster or war or go in search of a better life. How can we get pupils to empathise with vulnerable, unprotected children, without exposing them to information they are still too young to understand? Here are some pointers.

IDEAS TO DEVELOP

- We all need a home.
- We might need to leave our home and to move to another neighbourhood or country.
- Our new house will be our home if we feel safe and welcome.
- We should protect and shelter newcomers, so they feel at home.
- We all need shelter sometimes, for instance, from the rain, cold or noise.
- When somebody needs somewhere to stay, we should help.

KEY CONCEPTS

- Refuge
- Shelter
- Aid
- Welcome
- Protection
- Difference
- Coexistence
- Equality

What if the reality is too harsh?

Children have the right to be protected from harmful information and materials (Convention on the Rights of the Child, article 17), such as scenes containing violence, or unpleasant or shocking images and situations. At the same time, the Convention states that children have a right to form an opinion on the matters affecting them, and to be given access to information on such issues (article 12). It is not difficult to do both: we can show our pupils how to weigh up the good and the bad of what is happening in the world without exposing them to inappropriate material.

INFORMATION HELPS US TO PROTECT OURSELVES



RISK PERCEPTION

To protect ourselves from danger, we need to understand it and detect it. For every child, not recognising danger is a risk in itself, but being afraid in the absence of any real or likely danger can lead to unnecessary emotional stress.



EMOTIONAL RESPONSE

Stress helps us to act in the face of danger. Reactions to stress vary from one child to another – and can include agitation, sadness, anger, fear or silence... - depending on the circumstances and on the child's emotional and social skills.



BEHAVIOUR

Risk perception and stress elicit different behaviours: escape, attack, search for help, denial, mental block... The right response in one situation may not be so in another.



COPING AND STAYING SAFE

Coping strategies help children to deal with risky situations. When they learn good strategies for coping with different dangerous situations they are and feel safer.



THE CONVENTION ON THE RIGHTS OF THE CHILD SAYS...

Children have a right to be taught how to stay safe.



The educative power of children's stories

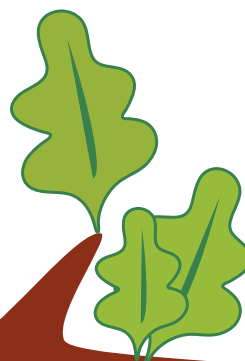
To enable our pupils to protect themselves from harm and encourage them to help others, it is important that they feel secure, confident and self-assured, and develop self-control and assertiveness.

Fairy tales allow children to identify with the difficulties and emotions of the main characters while shielding them from the emotional impact of true stories. Through the use of fantasy and imaginative metaphors, we can address sensitive topics which are not child-appropriate when presented as true stories or news items.

Discover
how to talk to
children about
tragic events in
page 18.

Why do evergreen trees keep their leaves in winter?

This folk tale about evergreen trees can be used to talk about shelter and welcome. Why do we sometimes not help others? Why should we help others? How do the characters feel? Which character would you like to be like? You can download the story at www.unicef.es/educa



PRIMARY EDUCATION

As the cognitive, social and ethical skills and understanding of primary school children develop, it is possible to deal with these topics more fully, allowing the students to progress in their social and citizenship competences. Now is the time to present them with issues regarding society, history and norms, helping them to understand the world and society as systems. Furthermore, while often we neglect to encourage cooperative behaviour, empathy and respect, it is an essential part of the emotional education of children of this age.

IDEAS TO DEVELOP

- The world is a complex system: events have causes and consequences and can be connected to seemingly unrelated occurrences.
- People are part of a global network and we can influence what happens in the world.
- If we cooperate with each other, we can create a better, more just world.
- All children can have problems at some stage in their lives, and have a right to assistance, regardless of their circumstances.
- We must welcome others as we would like to be welcomed if we were in their situation.

KEY CONCEPTS

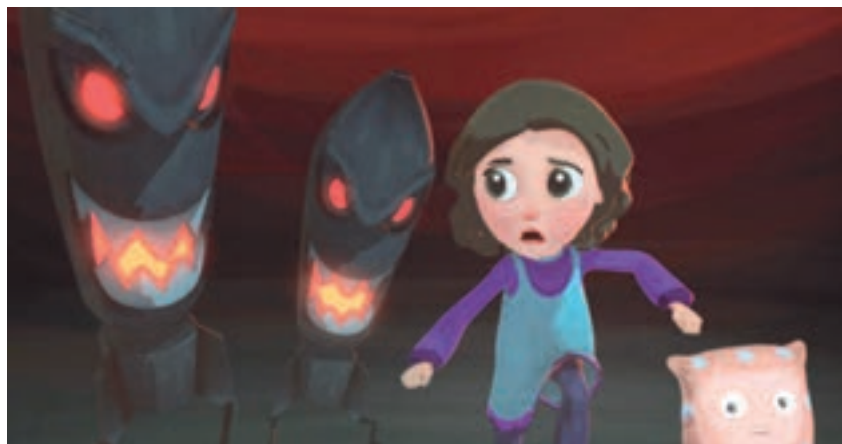
- | | |
|-------------------|---------------|
| • identity | • welcome |
| • family | • protection |
| • cooperation | • difference |
| • interdependence | • coexistence |
| • shelter | • equity |
| • migration | |

Empathy and solidarity

It's usual to mistake true empathy - "what would I do if I were that person?" - for the more self-centred and limited notion "what would I do if that happened to me?". It's normal for young children not to be able to put themselves in the place of others, but it is critical for them to acquire this competence by adolescence. Understanding other people's motivations and behaviour is key to learning other social skills and getting on well in a complex, multicultural and changing environment. Here you will find some ideas to help your students empathize with the children in the stories and with those around them.

Life stories

"Unfairy tales" is a series of animated videos based on the true stories of three children who were forced to flee from violence and conflict in their country. The students have to give the story a happy ending. You can download the activity guide at: www.unicef.es/educa





WHAT DOES HE/SHE SAY AND DO?

How does he/she behave?
What can we see?
How does he/she look?



WHAT DOES HE/SHE THINK AND FEEL?

What is he/she interested in?
What worries her/him?
What are his/her aspirations?



WHAT DOES HE/SHE LISTEN TO?

What do others say about him/her?
What influences him/her?
What does he/she see in the media?



WHAT DOES HE/SHE SEE?

What sort of environment does he/she live in?
What kind of family does he/she have?
Who are his/her friends?



WHAT MAKES HIM/HER FEEL FRUSTRATED?

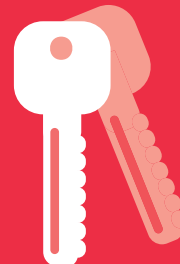
What is he/she afraid of?
What obstacles are in his/her way?
What makes him/her feel insecure?



WHAT MOTIVATES HIM/HER?

What would he/she like to do?
What does he/she need?
What are his/her dreams?

EMPATHY



Empathy is the key to understanding other people's feelings, motivations and behaviour. Here are some questions to help to put yourself in someone else's place.

SECONDARY EDUCATION

When children reach adolescence, they start to have opinions and feel compelled to take action when they witness events such as children fleeing war with nowhere to go. We can foster civic-mindedness and social transformation awareness by encouraging them, through participative activities, to change the world around them in a positive way.

IDEAS TO DEVELOP

- Global problems affect everyone but there something is we can do about it: we can orient our skills towards creating a better world.
- Migration, asylum and refuge are ambiguous, complex and contradictory issues. They need to be viewed from different perspectives, taking on board different points of view and working together as a team.
- We need to understand the complexity of these issues: in addition to taking logical or rational approaches, we must also bear in mind the legal, technical, cultural, political and emotional dimensions of the problem.
- Decisions are always made within a specific cultural context, which changes over time.
- Children's rights are universal: we need to make sure they are always fulfilled despite changing circumstances, social tension, insufficient resources, non-commitment and legal voids.

KEY CONCEPTS

- | | |
|--------------|-------------------|
| • shelter | • social justice |
| • migration | • interdependence |
| • solidarity | • coexistence |
| • inclusion | • equity |
| • rights | • participation |

Service-learning

Motivate your students to design projects for welcoming migrants and refugees in your community. Service-learning projects are an opportunity to involve the school in important community issues.



Creativity and "entrepre-learning"

Social entrepreneurship is an excellent and interesting opportunity for group work in Secondary Education and vocational training. Fields such as social economy, inclusive entrepreneurship or cooperative models allow students to channel their creativity, knowledge and skills into designing projects which benefit the local community or elsewhere. These projects can either be developed in one particular subject or across several subjects as a multidisciplinary activity. They can also provide an excellent introduction to academic and professional careers in social innovation.



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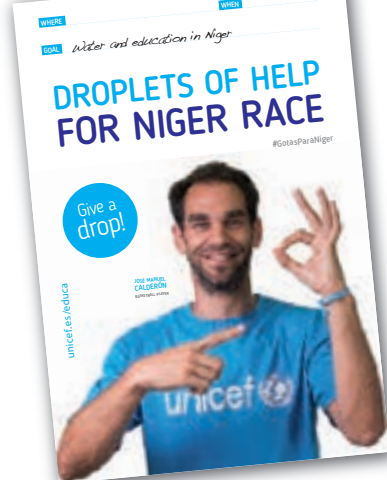
More than words

The use we make of language shapes our reality, and the way we see the world and others. What do words like "refugee" or "migrant" really suggest? What is their origin? What is their exact meaning? How do we use them? Transform your language class for a day and use it to reflect on the meaning of words, their use and how we can use them in a positive and constructive way. Download the presentation and activity guide at: www.unicef.es/educa



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ORGANIZE A SPONSORED RACE IN YOUR SCHOOL



Get running!
Organise a
sponsored race and order
your bibs for 2016-2017.

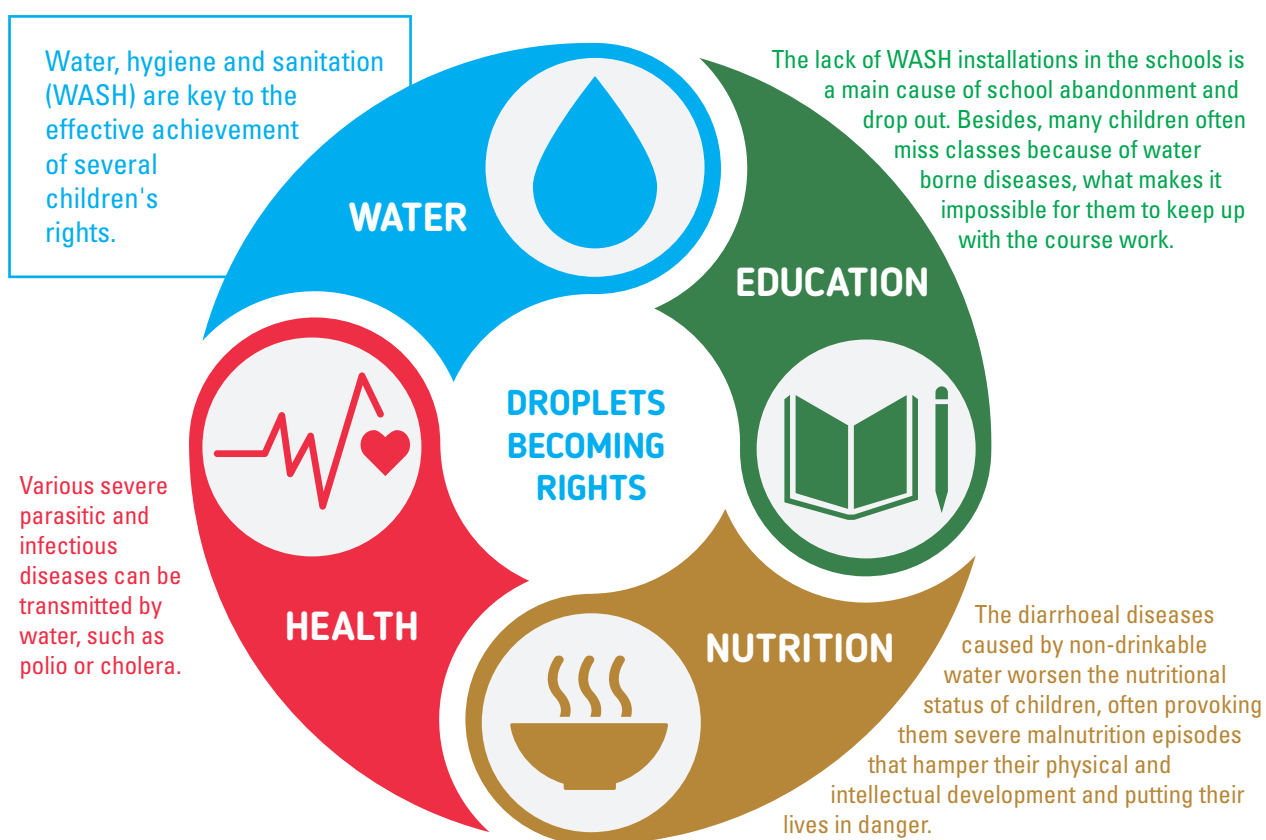
Droplets for Niger is a campaign in support of UNICEF aimed at getting schools involved in protecting children's rights in Niger. The school events organized in favour of Water for Niger are making a real difference to the lives of Nigerien children and adolescents.

The Droplets for Niger campaign has been running since the 2008-2009 school year. It has successfully raised awareness on the importance of water as a basic human right and how it impacts on child survival and other children's rights. Thousands of students of all ages have participated so far in the campaign, learning a little bit more about Niger and giving a little bit, "droplets" of help, in support of UNICEF's work in this African country. For further information and resources on how to organise an event, please visit: www.unicef.es/educa

Mission accomplished!

Over **100.000** runners took part in 2015-2016.


Goal: to bring drinking water and sanitation to **50** schools in Niger.



“Education is the only thing they can’t take away from us”

Niger is currently facing a dual refugee and internal displacement crisis brought on by drought on the one hand, and terrorism on the other. Niger is sheltering refugees from neighbouring countries and is experiencing a growing exodus from rural areas to the capital. In addition, an increasing number of improvised settlements have sprung up near the country’s main road where, although development opportunities are almost nil, displaced families feel safer from attacks by Boko Haram.

UNICEF has been working in Niger since 1982, promoting and defending children's rights through development cooperation and humanitarian action. UNICEF, within a humanitarian aid and emergency action framework, is working to fulfil the rights of every displaced and refugee child, one of which is education. Even if it is under canvas.



© UNICEF/UN016155/Cherkaoui

Refugee, but not defeated

Mariam, 14 years old, has survived three Boko Haram attacks in her village. She sought refuge in Niger and is now a volunteer who helps other teenagers who, like her, also had to flee. "I identify with them. When they report child abuse or early marriage, I make sure they are looked after". What a brave role model!

PRESS • PRESSE • PRENSA



Name and surname: Fredo Fox
 ID number: 000210215
 Profession: Reporter for a better world
 Professional motto: Always give a hand!
 Signatures:

Fredo

[Signature]



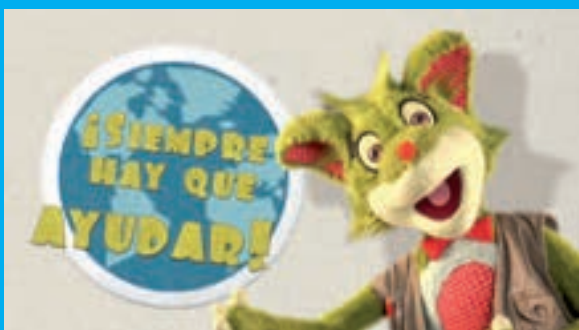
DISCOVER YOUR SOLIDARITY SUPERPOWER WITH FREDO FOX!

Fredo Fox is an adventurer who loves meeting people on his travels. When he is out in the field with UNICEF, he learns lots of fascinating things about solidarity and development cooperation which he likes sharing with children on his return.

As an intrepid traveller, he thinks it's important to go and meet the children around the world who are struggling to assert their rights, and talk to the adults in charge, no matter how dangerous, how far or how difficult the journey.

In the new season of "Siempre hay que ayudar", Fredo shows us how girls and boys in certain parts of the world have to walk miles and miles to school to enjoy their right to education, while others express themselves through music, play for peace and keep ancient traditions alive.

Fredo has great adventures, he learns to say words in other languages, discovers what new-born babies have for breakfast, learns about peace-building games,



Do you want Fredo to visit your school?



Do you want Fredo to visit your school and give a talk? You'll have a good time and learn lots about children's rights. We'll discuss solidarity, children's rights and how, by becoming global citizens, we can create a better world for everyone.

The activity is aimed at encouraging child participation through games, videos, theatre and thought-provoking class conversation. Invite Fredo into your classroom this year!
www.unicef.es/educa

finds treasure, talks to some celebrity UNICEF goodwill ambassadors and invites children to be **Child Rights Superheroes**.

In this fun series, Fredo asks young people about their experiences, thoughts and feelings. The videos come with an activity guide which includes further classroom activities on children's rights and Sustainable Development Goals. The activities are aimed at encouraging the students to reflect on the responsibility we all have as global citizens to contribute to creating a better world.

More information: www.unicef.es/educa



CHILD RIGHTS EDUCATION

A school that is focused on child rights...

- Helps its students understand their rights, take action, defend and promote them and respect those of others.
- Helps reinforce a climate of respect and participation in all school activities.
- Works with different actors in the community – institutions, the municipality, neighbourhood collectives and associations, to create a safe environment for students, inside and outside the school.
- Develops an active and supportive school community, geared towards developing the full potential of children, in the school and around the world.

SELF-ASSESSMENT

A first step towards a child rights school

A school committed to children's rights is an achievable goal, but getting started might seem daunting. An initial self-assessment will reveal how others in the community see how your school's stance on children rights. Furthermore, the report generated by the self-assessment tool can be used to draw up an action plan and list of recommendations.

Start by carrying out a self-assessment on your school at: www.unicef.es/educa



TRAINING

In cooperation with different universities, teacher training courses are available throughout the year. "Educación en Derechos" is an on-line course worth 3 ECTS credits and 75 teaching hours. Follow us on Twitter or Facebook for information on upcoming courses:





TEACHER'S GUIDES

Two guides on the implementation of child rights in the school have been published for teachers and school boards:

- Self-assessment guide
- Curriculum integration guide

Both are available at www.unicef.es/educa

CHILD RIGHTS EDUCATION



Benefits for children

- They become informed of their rights and the nature of rights.
- They develop the attitudes and values underpinning democracy and global citizenship.
- They become empowered to take positive action to protect the rights of others.



Benefits for teachers and school managers

- Helps to build on good interactive, learner-centred pedagogy.
- Helps to reinforce critical thinking, conflict resolution, empathy and understanding.
- Helps to overcome pre-existing ideological differences as child rights are universal.



Benefits for families and communities

- They share in children's increased knowledge about rights and global issues.
- They benefit from children's improved communication and behaviour as modelled in rights-respecting relationships.
- They benefit from practical community initiatives undertaken by children.



Benefits for governments

- Helps to fulfil obligations regarding human rights commitments.
- Provides a strong framework for tying together approaches to educational improvements and curriculum areas.
- Contributes to efforts to improve the quality of education.

FURTHER INFORMATION

If you would like further information on how to implement a child rights focus in the School Educative Project (PEC) or a free printed copy of the Self-Assessment Guide, please send an email to: educacion@unicef.es



HUMANITY PASSPORT

THE RIGHTS OF MIGRANT AND REFUGEE CHILDREN



© UNICEF

Malak, aged 7

“The water filled the boat up to my knees. I was sitting on a man’s lap, and afraid for my mother, knowing the back pain she suffers from. I was afraid the boat might collapse in the middle and sink, and we would drown. I was afraid for my mother, and my mother was afraid for me.”



A PERILOUS JOURNEY FOR CHILDREN

Sixty-five million children around the world are on the move – fleeing conflict, poverty and extreme weather, looking for a better life and a place to call home. They are among the most vulnerable people on earth – children on the edge.

Their numbers are not likely to fall. It's not likely either that these children will be able to enjoy their fundamental rights unless a decisive effort is made by the whole of society and institutions. It's one of the greatest challenges of our time.

Migrant children and women, especially those who are undocumented, are vulnerable to trafficking, abuse and exploitation. In transit and destination countries, migrants and their families are often subjected to discrimination, poverty and social marginalization.

UNICEF is working on the ground to ensure that programmes and policies in response to this crisis put the rights and needs of all children first. It is also working to expand humanitarian services wherever they are needed on refugee routes, including providing water and age-appropriate food, and establishing child-friendly spaces, where children can play and benefit from psychosocial support, and women can rest and take care of their babies.

At the same time, millions of children are still caught in situations of conflict, natural disaster, poverty and underdevelopment – the main root causes of the crisis – and UNICEF remains committed to supporting sustainable solutions where they are needed most.

In this crisis, children are most vulnerable. While many travel with their families, others make their way alone. Each and every one of them needs protection and is entitled to the rights guaranteed under the Convention on the Rights of the Child.

HOW TO TALK WITH CHILDREN IN THE AFTERMATH OF VIOLENCE?

The situation of millions of children on the move looking for a home is more than dramatic: it's tragic. Our students, who have witnessed their suffering through the media, their community or charity campaigns, can find the details of their alienation very disturbing. Part of our responsibility as educators is to protect the students from the negative effects of this information and transform these feelings into a desire to understand and help others. Families and educators can help young children and adolescents to understand and make sense of the tragedies in our midst.

When violent events occur, it is a natural inclination to want to protect children from the terrifying details as they unfold in the media. Yet in an age of pervasive communications technology, it is impossible to shield children –especially once they reach school age – from unpleasant world events. There are ways, however, that we as educators and family members can help young people to cope with and make sense of what they witness. Here are some suggestions.





Validate Feelings: Allow children to express their feelings and let them know it's natural to feel sadness, anger, fear and other emotions in response to violence and injustice. Provide children with skills for coping with their emotions and reassure them that they are safe in their own home, school, or community.



Listen First: Ask children what they know about the situation rather than making assumptions about their level of understanding. Invite them to ask questions, then listen openly and take their questions seriously.



Respond Honestly: Respond to children based on their questions and what they tell you they want to know. Consider age appropriateness in formulating your response, and be calm, clear, concrete, and direct. Don't hesitate to let children know that you don't have the answers to some of their questions, and use this as an opportunity to look for answers together. It's also okay to let children know that some questions have no good answers –when senseless violence occurs or when people do bad things, it is confounding and scary for adults as well as children.



Encourage Non-Violence: Emphasize that violence is never a solution, and that revenge and retaliation are not constructive emotions. Talk with young people about non-violent alternatives for responding to violence, and ways to solve problems peacefully.



Avoid Violent Imagery: Don't dwell on the violent incident itself and steer clear of repetitive violent images in the media. Instead, direct children toward stories and images that depict the outpouring of love and support from the vast majority of people around the world.



Limit Media Consumption: Similarly, limit media exposure so that children are not overly bombarded with disturbing information and images. When children are exposed to media, try to watch/listen with them to help them make sense of complex and disparate messages, and to build their media literacy and critical thinking abilities.



Focus on What's Important: Rather than dwelling on the sensational aspects of the story, teach children about the underlying issues in ways that help them understand the world in a deeper and more nuanced way.

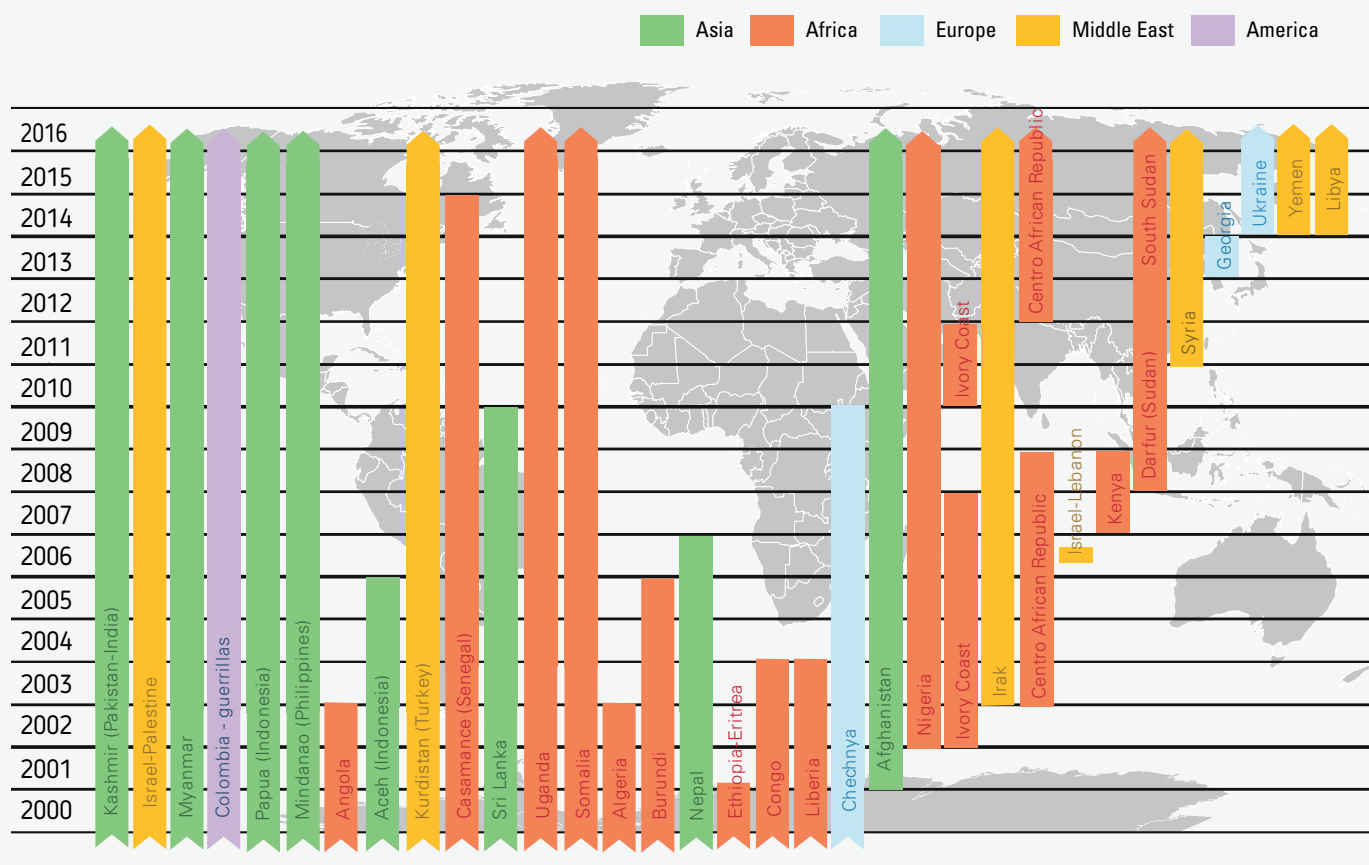


Counter Bias and Hate: Take care not to perpetuate stereotypes when discussing events that involve different cultural or religious groups from other parts of the world. Point out bias when it surfaces in media reports, and give children the skills to respond to bigotry in informed ways. Emphasize that prejudice and discrimination are wrong and discuss ways to act against it.

Adapted from *How to Talk with Children in the Aftermath of Violence*, by UNICEF US Fund

MILLENNIUM WARS

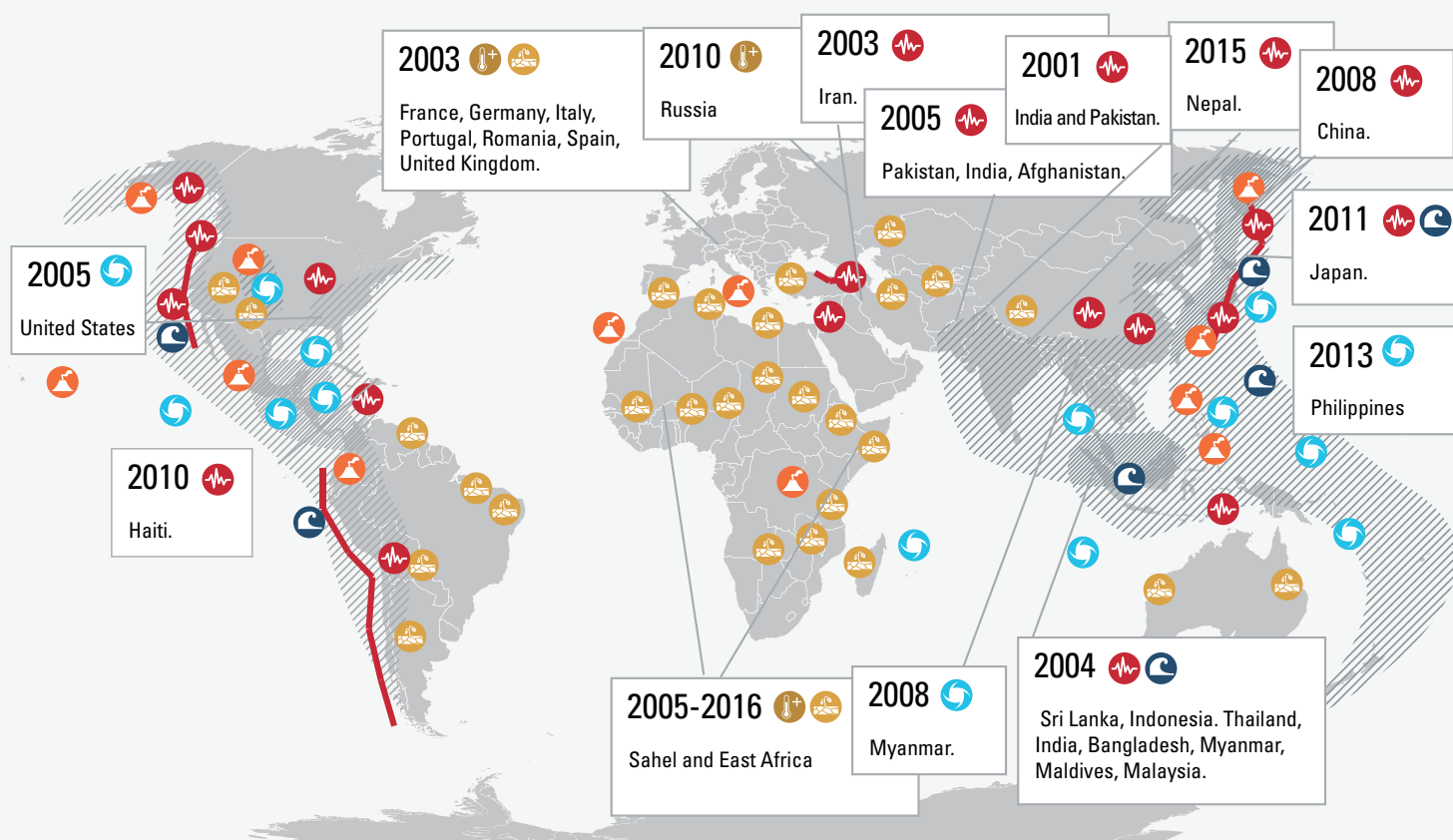
How many wars have there been so far this century? Two or three would be too many but, in fact, there have been many more. This infographic show us a terrible reality: behind each of these armed conflicts, there are families who have lost their homes, loved ones who are missing and people who have been forced to flee. The graphic can be downloaded at www.unicef.es/educa



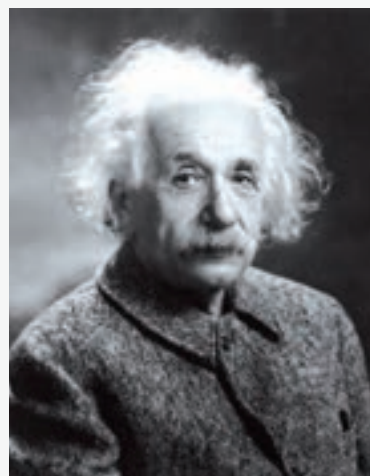
When XXI century began, several wars had been devastating the lives of thousands of people for years. The first decades of this millennium haven't seen any improvement in the situation and several armed conflicts, insurgences, guerrillas and diplomatic crises are ruining the lives of millions of children – stealing their homes, their families, their rights and their childhood. In this infographic you can see some of the most and less known wars of this century so far.

NATURAL HAZARDS AND WORLD RISKS

Earthquakes, fires, floods and droughts can destroy homes and force families to settle elsewhere. This infographic summarizes the most deadly natural disasters this century, and also the areas which are constantly under threat. The map is available to download at www.unicef.es/educa



Earthquake
 Tsunami
 Cyclone, typhoon, hurricane
 Volcano
 Heat wave
 Drought



THEY WERE REFUGEES

Many famous authors, scientists and politicians were migrants (Marie Curie), refugees (Albert Einstein), or the child of immigrants (Steve Jobs). Some of them left their countries because they were not free to develop their ideas while others fled from war and poverty. How would be the world be different today if they had stayed in the countries they were born in?

WORDS THAT MATTER

When you don't have the necessary vocabulary to talk about a particular subject makes it difficult to understand properly and may even make students switch off. Download our glossary of terms about migration, refuge and asylum at www.unicef.es/educa

resettlement
 emigration
 border
 stateless
 displaced people
 passport
 refugee
 naturalization
 brain drain
 xenophobia

ART THAT HELPS AND HEALS

Through thought-provoking paintings, sculptures, video art, dance, and street art, artists around the world are drawing attention to the situation of migrant and refugee people ... Some of their work has attracted public interest, successfully raising public awareness. Art can also provide an escape for many children living in shelters or refugee camps. Encourage your students to find forms of expression to support children on the move.



THE POWER OF CHILDREN'S LITERATURE

There are many books on the themes of migration, refuge, welcome, estrangement, alienation or uprooting that are specifically aimed at children and adolescents, and deal with the topics in a way young people can understand, and learn how children forced to flee their countries might be feeling. Some of these books are:

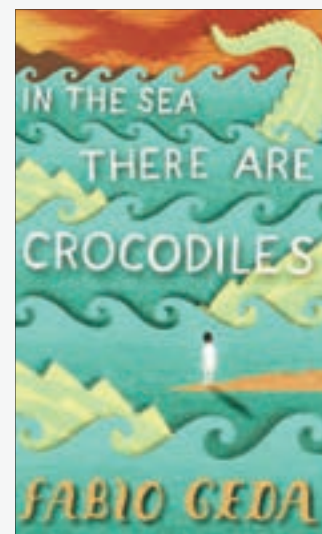
#01



#02



#03



#04



#05



#06

#01. When Hitler stole Pink Rabbit (Judith Kerr). #02. Four Feet Two Sandals (Karen Lynn Williams & Khadra Mohammed). #03. In the Sea There Are Crocodiles (Fabio Geda). #04 Passage to Freedom: The Sugihara Story (Ken Mochizuki). #05. The Matchbox Diary (Paul Fleischman). #06. My name is Yoon (Helen Recorvits).



DATA

Data, statistics and trends on human migration provide insight into the current situation. There are many websites which offer data suitable for educational purposes:

- UNHCR Historical Refugee Data: <https://data.unhcr.org/dataviz/>
- Refugee population by country or territory of asylum (World Bank): <http://data.worldbank.org/indicator/SM.POP.REFG>
- The Refugee Project: <http://www.therefugeeproject.org/>
- United Nations Global Migration Database (UN): <https://esa.un.org/unmigration/>
- International Migration Statistics (MPI): <http://www.migrationpolicy.org/programs/data-hub/international-migration-statistics>
- Migration and migrant population statistics (EUROSTAT): http://ec.europa.eu/eurostat/statistics-explained/index.php/Migration_and_migrant_population_statistics

HUMAN DEVELOPMENT AND POPULATION DYNAMICS



THE GLOBAL GOALS
For Sustainable Development

Despite the fact that there is no specific Sustainable Development Goal related to migration, displacement and refuge, these topics are included in the sustainable development agenda. The 2030 goals will not be met if humanity fails to address the personal, economic, social and human rights' issues underlying this century's migration crisis. What kind of a world do we want for 2030? What can we do to achieve it?

MIGRATION, REFUGE AND SHELTER: AN E4D APPROACH

The five key concepts of Education for Development (E4D) allow us to address this topic from different perspectives. Here you have some questions to encourage your students to reflect.



SOCIAL JUSTICE

- What inequities and injustices may force some people to flee their countries?
- Do our human rights change when we travel to another country?
- Are children's rights respected when they migrate?
- Are injustices unavoidable? How can they be prevented?

IMAGES AND PERCEPTIONS

- What images do we have of migrant people?
- Do we think different of people from abroad depending on their country of origin or their social class?
- What are the most common stereotypes about foreigners? Are they real?

INTERDEPENDENCE

- How do the events around the world affect us?
- What may be the global consequences of local problems?
- Are the relations among countries equitable?
- Is it realistic to believe that the events in other places of the world cannot affect us?

CHANGE AND FUTURE

- Considering the present situation, what can be done?
- What are the most pressing needs?
- Can you think in alternative futures depending on the different decisions that may be taken?
- What can we do considering our context and capabilities?

CONFLICT RESOLUTION

- Do all the people and social groups agree about the way to address migration and asylum-seeking?
- What conflicts of interests do you think that exist in these situations?
- Do you think that it is possible to reach agreements to the benefit of every part? How would you do it?

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