



national youth council of ireland
COMHAIRLE NAISIÚNTA NA NÓG

GLOBAL RIGHTS, NOBLE GOALS

REFUGEES, MIGRATION,
THE SUSTAINABLE
DEVELOPMENT GOALS
AND YOUTH

RESOURCE PACK

We are committed to protecting the safety, dignity and human rights and fundamental freedoms of all migrants, regardless of their migratory status, at all times



National Youth Council of Ireland

The National Youth Council of Ireland (NYCI) is the representative body for voluntary youth organisations in Ireland. We use our collective experience to act on issues that impact on young people. www.youth.ie

NYCI Development Education Programme

The National Youth Council of Ireland Development Education Programme (NYDEP) works to integrate development education into the core programmes of youth organisations. The programme is committed to promoting equality of outcome for all. www.youthdeved.ie

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INTRODUCTION:

WELCOME TO ONE WORLD WEEK 2016

'Global Rights, Nobel Goals: Refugees, Migration, the Sustainable Development Goals and YOUTH' is the theme for this resource.

The last five years have seen the crisis in Syria (and other parts of the world such as Somalia, Libya, etc) and the arrival of refugees into Europe overshadowing all else in the media, in the political sphere and of course in the development arena also. The Sustainable Development Goals (SDGs), introduced in 2015, have been overshadowed by the migrant crisis. Given that the goals represent a 15 year global commitment, this ebbing and flowing in the media and development landscape is a challenge to be accepted.

This resource recognises the immediate importance of the Syrian refugee crisis as well as the importance of issues relating to refugees and migration in general. However, it seeks to demonstrate how the SDGs also recognise the importance of the plight of refugees and the drivers of migration. The SDGs have targets and indicators in place that deal directly with its most important aspects i.e. the need for well-managed migration policies, the importance of reliable data on refugees and internally displaced persons, or the necessity for robust migrant workers' rights (especially for women).

The resource seeks to put the plight of refugees and the drivers of migration into a wider political context with the SDGs as a tool providing insight and authority. The activities challenge young people to be empathetic to the stark reality and perilous journeys facing refugees and migrants, including giving some insight into what it might be like to have to live that reality and make the tough choices facing their fellow human beings every day. The last three activities challenge and support young people to think about their own role in the world. This resource introduces the SDGs as a framework for action to support migrants and refugees, whilst also inviting young people (and others) to take action across the 17 goals.

It is not possible to capture everything in this resource because of the broadness of the issues involved. However, we will work to update you through www.youthdeved.ie and www.oneworldweek.ie and social media.

One World Week

One World Week is a week of youth-led awareness raising, education and action that takes place throughout Ireland during the third week in November every year. It coincides with the anniversary of the adoption of the UN Convention on the Rights of the Child. During One World Week young people learn about local, national, and global justice issues and take action to bring about change.

Some organise public events, quizzes and debates, invite guest speakers or have intercultural evenings. Others undertake projects using the arts: through film, drama, art and song. Many groups publicly display the work they have done in preparation for One World Week, or lead other people in undertaking a public action.

This resource recognises the immediate importance of the Syrian refugee crisis as well as the importance of issues relating to refugees and migration in general.

The National Youth Council of Ireland (NYCI) is part of the Global Education Week Network, coordinated by the North-South Centre of the Council of Europe. NYCI is a member of the European Youth Forum and supports the UN Youth Delegate Programme for Ireland. NYCI is also a member of Coalition 2030 which is an alliance of 100 civil society organisations - international and domestic NGOs - committed to and working towards upholding Ireland's commitment to achieving the Sustainable Development Goals (SDGs) at home in Ireland and in over 50 countries by 2030.

How to use this pack

This resource explores the issue of Migration and its connection with the Sustainable Development Goals. Please feel free to use the activities to explore human/youth/children's rights issues, particularly those in the news or issues that you have already been working on with your group.

- Each activity has a suggested age range. However, we recommend you read each activity and decide if it is appropriate to your group.
- Each activity has some suggested questions for a final debrief with the group, but you may find it useful to check in with your groups more frequently during the activities depending on your participants.
- Some issues may be sensitive among members of your group. Check through the full activity before choosing it, and also be aware of the reactions among members of your group.
- There are fact boxes entitled 'Did You Know?' which accompany many activities and include supporting information. You can read these aloud, copy and hand them out to participants or display them in your group.
- You can start with Activity One and work your way through the pack. Or, you can pick and choose activities according to the interests of your group or the time and resources available.
- Adapt the activities to suit your group's needs. The important thing is to have everyone discussing and questioning what is happening in the world and how fair or unfair it is, and create a greater understanding of the links between Ireland and the world and how young people can bring about change.
- At the top of each activity there is a section that lists some SDGs that are relevant to the issue being addressed.
- Most activities have a 'Taking it further' section that provides links to useful resources to explore issues even further.

We hope that you have fun and success using this activity pack and we welcome any comments you wish to make on the activities or the outcomes from your events.

We would be delighted to hear from you at deved@nyci.ie



The Sustainable Development Goals: A New Agenda

World Leaders have committed to achieving 17 Sustainable Development Goals or Global Goals from 2015 - 2030. The Sustainable Development Goals promise a "**universal, integrated and transformative** vision for a better world" (Ban Ki-moon).

The SDGs use language rooted in the United Nations Human Rights Framework. One of the key principles of the SDGs is that it pledges to "leave no one behind". The **universal** nature of the SDGs means that all countries have a responsibility to achieve the goals, in their own country and in countries throughout the world.

The **transformative** nature of the SDGs can be found in reporting mechanisms that make explicit reference to the need for government policies to make institutional changes that will promote inclusion, equality, and economic security. These are all drivers of personal wellbeing and development.

Finally, SDGs recognise the need for goals and targets to be **integrated** based on the three dimensions of sustainable development: the economic, social, and environmental.

THE FIVE PILLARS OF THE SDGs AGENDA



PEOPLE

The goals aim to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment.



PLANET

The goals seek to protect the planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations.



PROSPERITY

The goals promote the capabilities for all human beings to enjoy prosperous and fulfilling lives, they recognise that economic, social and technological progress occurs in harmony with nature.



PEACE

The goals foster peaceful, just and inclusive societies, which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development.



PARTNERSHIP

The goals require a revitalised Global Partnership for Sustainable Development, based on a spirit of strengthened global solidarity, focussed in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people.



There are **1.8 BILLION YOUNG PEOPLE** - aged 10 to 24 - largest in history



Close to **90% OF THE WORLDS YOUTH** live in **developing** (poorer) countries



More than **500 MILLION** youth aged 15 to 24 live on less than **\$2 A DAY**



Some **74 MILLION** youth are unemployed, and more than **600 MILLION JOBS** need to be generated globally by the year 2030



Of the **8.4 MILLION VOTES** IN THE My World Survey **56%** were submitted by **16-30 YEAR OLDS**

IRELAND AND THE SDGs:

COALITION 2030: WORKING TOGETHER TO DELIVER THE SUSTAINABLE DEVELOPMENT GOALS

Coalition 2030 is an alliance of civil society organisations committed to and working towards upholding Ireland's commitment to achieving the Sustainable Development Goals (SDGs) at home in Ireland and in over 50 countries by 2030. Coalition 2030 comprises over 100 organisations - international and domestic NGOs as well as youth organisations, environmental groups, academics, and Trade Unions whose expertise ranges from children and youth rights to environmental sustainability and from humanitarian relief to long term development.

The Coalition has a shared vision **"to transform our world through collaborative partnerships that will free the human race from the tyranny of poverty and want, and to heal and secure our planet"**. And in embarking on this collective journey to implement Agenda 2030 - the plan of action for people, planet and prosperity - Coalition 2030 pledges that no one will be left behind.

The strength of Coalition 2030 rests in this shared vision, as well as a commitment to the values and principles enshrined in Agenda 2030 including:

- **Solidarity** with and for the most vulnerable, both in Ireland and throughout the world;
- **Inclusiveness** to enable all civil society actors to work together on this transformative agenda;
- **Diversity**, respecting the range of views, skills, and capacity of all members.

In the years up to and including 2030, along with leaders of every country in the world, Ireland will report to the United Nations on whether we have kept our promise. Did we do what we said we would to eliminate hunger, to stall climate change, to reduce global inequality? The challenges Ireland faces - homelessness, conflict, forced displacement, climate change, loss of biodiversity, and income inequality - are not confined to our country. They are challenges we can only tackle at a global level, together.

Key things Ireland must do which YOUNG PEOPLE and the youth sector must be part of:

1. A National Action Plan led by the Department of An Taoiseach

- That the Government develops an ambitious National Action Plan, based within the Department of An Taoiseach and involving all government departments, to steer, implement, monitor, and report on the Goals. This action plan needs to emphasise the interlinked nature of the Goals linking agriculture and climate change, trade policy and global poverty.
- That the Government commits to a National Action Plan which works for the most marginalised and vulnerable. This means committing resources to those who need it most.
- That young people must be included and empowered to participate throughout this process from 2015 - 2030 - through development education/global citizenship education.

2. A strong and inclusive SDG Monitoring Forum

- That the Government commits to establishing a monitoring forum in which those vulnerable groups - both Irish and internationally - who stand to gain or lose most from Ireland's work on the Goals are fully represented.
- That young people be supported to have a role in monitoring and evaluating the implementation of the Goals in an inclusive, participatory and meaningful way.

3. The role for the youth sector, development education and global citizenship education to be recognised and financed to support the delivery of the SDGs

- The youth sector should be able to undertake their own youth-led campaigns and to collaborate with others.
- That young people are supported to make the links between their lives at local, national, European, and Global levels, supporting greater knowledge, skills, and action on key SDG issues so young people are empowered to take action and become global citizens as recognised by Goal 4, Target 4.7.
- That Ireland commits fully to increasing the resources committed to achieving the SDGs by supporting Financing for Development that will include greater support for development education and also reach the UN target of spending 0.7% of our Gross National Income (GNI) on Overseas Development Assistance so our aid programme remains focused on the most marginalised and vulnerable communities.

SDGs & WORKING WITH YOUNG PEOPLE

YOUNG PEOPLE: IRELAND & THE WORLD



ACHIEVING THE SUSTAINABLE DEVELOPMENT GOALS: IRELAND & THE WORLD LEAVE NO ONE BEHIND

No Poverty 	Zero Hunger 	Good Health & Wellbeing 	Quality Education 	Gender Equality 	Clean Water & Sanitation
Affordable & Clean Energy 	Decent Work & Economic Growth 	Industry, Innovation & Infrastructure 	Reduced Inequalities 	Sustainable Cities & Communities 	Responsible Consumption & Production
Climate Action 	Life below Water 	Life on Land 	Peace & Justice 	Partnerships for the Goals 	

NATIONAL YOUTH STRATEGY: 5 OUTCOMES

Active & healthy, physical & mental wellbeing	Achieving full potential in all areas of learning & development	Safe & protected from harm	Economic security & opportunity	Connected, respected & contributing to their world
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NATIONAL QUALITY STANDARD FRAMEWORK (NQSF) 5 CORE PRINCIPLES

Young person-centred	Committed to ensuring and promoting the safety and well-being of young people	Educational and developmental	Committed to ensuring and promoting equality and inclusiveness in all its dealings with young people and adults	Dedicated to the provision of quality youth work and committed to continuous improvement
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YOU

MIGRATION

A **refugee** is someone who has been **forced** to flee their home country because of a well-founded fear of persecution because of ethnicity, religion, nationality, and political opinion, or because of violence, conflict, or natural disaster. Ireland is a signatory to the '1951 United Nations Convention Relating to the Status of Refugees', which obliges us to provide protection to people fleeing their country for the reasons above.

"Refugees have to move if they are to save their lives or preserve their freedom. They have no protection from their own state -- indeed it is often their own government that is threatening to persecute them. If other countries do not let them in and do not help them once they are in, then they may be condemning them to death -- or to an intolerable life in the shadows, without sustenance and without rights," the U.N. says.

A **migrant** is someone who **chooses** to move to another country in search of a better life - to find work, or for reasons such as education, business or family reunion. If migrants choose to return home they will receive the protection and benefits afforded them by their government. **Migrants are dealt with under the domestic laws of the country they enter, refugees are protected under international law.** This makes the distinction very important from a legal perspective. Mixing the two causes issues for both groups.

Further info from the UN on the importance of word choice can be found at:
www.unhcr.org/news/latest/2016/7/55df0e556/unhcr-viewpoint-refugee-migrant-right

Asylum Seeker

A person seeking to be granted protection as a refugee outside their country of origin, and who is waiting for a legal determination of his/her application. In Ireland, the asylum process is a legal system which decides who qualifies as a refugee and who is entitled to remain in Ireland.

Separated Child Seeking Asylum (previously called unaccompanied minors)

If a child under 18 years arrives in Ireland without parents or guardians, and seeks asylum, he/she is called a Separated Child Seeking Asylum. They stay under the care of the HSE until they reach 18, usually in foster care. They can attend school until completing their Leaving Certificate. They are not entitled to free State education beyond secondary school.

Direct Provision (DP)

Adult asylum seekers, families and Separated Children reaching 18 years of age live in Direct Provision accommodation while their claim is being processed in Ireland. Direct Provision Centres are located nationwide. In direct provision, asylum seekers are provided with accommodation and food, but with little privacy or independence. Asylum seekers receive €19.10 per week per adult, and €15.60 per child to cover essential items such as toiletries and travel.

The Schengen Agreement

This permits travel throughout twenty-six European countries without visas. The citizens of Schengen countries can travel/migrate outside their own country without limitation. The current crisis with movement of people from Africa and the Middle East has raised tensions amongst the Schengen countries and threatens the agreement and relatively open borders.



An Expat

An expatriate (often shortened to expat) is a person temporarily or permanently residing in a country other than that of the person's upbringing.

Undocumented Migrant

An undocumented migrant is a person who has moved from their homeland to another country. Undocumented migrants in Ireland are in the same situation as the undocumented Irish in the US - unable to travel home to funerals or weddings, afraid to report abuse or exploitation, and unable to step out of the shadows. Top 5 nationalities in Ireland are Filipino, Chinese, Mauritian, Brazilian, and Pakistan.

Internally Displaced People (IDPs)

Internally Displaced People have not crossed a border to find safety. Unlike refugees, they are on the run at home and remain under the protection of its government, even if that government is the reason for their displacement. They've been forced to flee, or leave, their homes or places of habitual residence as a result of armed conflict, internal strife, and habitual violations of human rights, as well as natural or man-made disasters involving one or more of these elements, and who have not crossed an internationally recognised state border. As a result, IDPs are among the most vulnerable in the world.

Displaced People

The displacement of people refers to the forced movement of people from their locality or environment and occupational activities. It is a form of social change caused by a number of factors, the most common being armed conflict. Natural disasters, famine, development and economic changes may also be a cause of displacement.

In regard to population displacement resulting from development there are typically two types: direct displacement, which leads to actual displacement of people from their locations and indirect displacement, which leads to a loss of livelihood. Forced to leave the home region to which they are attached and for which they have the knowledge to make a living most effectively, displaced populations often become impoverished. The displacement of people as a result of development projects, policies and processes therefore constitutes a social cost for development.

Illegal Immigrant/Alien

A foreign person/non-citizen who is living in a country without having official permission to live there or stayed beyond the termination date of a visa.

Holidaymaker

Someone who travels for pleasure away from their own home.

Human Trafficking

The recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.

Trafficked People

A victim of human trafficking, who is often subjected to physical violence, sexual abuse, psychological trauma, and severe deprivation.

CONTROVERSIAL ISSUES



This pack uses a number of terms and you should use the terms that you and others in your group are comfortable with. Working with topics such as poverty, migrants, and refugees, etc. can be considered *controversial*. Controversial can mean entrenched views amongst your group where people may cite arguments against refugees and migrants, etc. What might be controversial with one individual, a particular group coming from a particular community, may be totally uncontroversial in a different context or at a different time.

It is important for the facilitator to be aware of the context in which we are facilitating potentially controversial issues, and be prepared for the controversy. We might also need to be prepared to inject the controversy into topics which young people, due to their own background and life experience, do not see as controversial. Exploring an issue that is controversial can be difficult and challenging for both you and your group. It is essential that, before you begin, you have clarified for yourself:

- What set of values will underpin my practice?
- And what is my goal in exploring this particular issue?

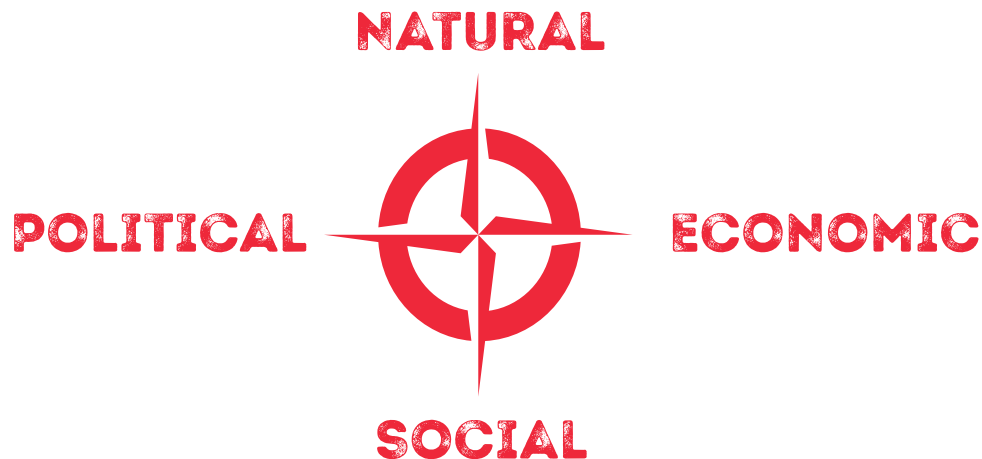
It is particularly important that the exploring of controversial issues is done in a space that also promotes the values that the group hold. Taking our values from theory to practice is key e.g. does our youth club represent equality, justice, etc. This can be done with the young people involved.

The way in which you frame a controversial topic can make a considerable difference to providing safety and confidence for both you and your young people in exploring controversial issues. The basic principle behind this approach is that you look at issues from a structural rather than a personal perspective. This means that you can discuss an issue without making either you or young people vulnerable or putting them under pressure to reveal their personal views, especially when doing so could expose them to strong reactions from others. It also makes it easier to discuss issues, which personally affect some young people in the group, (for example, young people from ethnic or cultural backgrounds, or young people with disabilities) without making them vulnerable or having them become the target of the discussion.

MIGRATION

- Migration has occurred throughout history and the world's population is more mobile than ever before.
- Following World War II there were over 40 million refugees in Europe alone.
- 80% of the Palestinian population has been displaced.
- The Rwandan genocide left more than 800,000 dead forced 2 million more to flee the violence.
- There were nearly 96,000 unaccompanied children seeking asylum in Europe in 2015, almost four times as many as 2014. More than half unaccompanied minors were Afghans, Syrians, and Eritreans.
- In 2015, the number of international migrants surpassed 244 million, growing at a rate faster than the world's population. There are roughly 65 million displaced persons, including 25 million refugees and asylum seekers, and almost 40 million internally displaced persons. Not since the Second World War have there been population movement of this magnitude.
- Humanitarian Migrants include Asylum Seekers and Refugees. Economic Migrants include those who wish to find employment or improve their financial circumstances.

WHY DO PEOPLE MIGRATE?



Economic reasons

People move away from places with poor economic and limited rural/urban employment opportunities toward places with better opportunities, greater industrialisation, more services, higher wages, less poverty, greater opportunity for employment and to follow particular career paths.



Political reasons

Political instability, to avoid persecution because of ethnic, political, religious or other grounds, to escape war, invasions and military takeovers, search for peace and safety, move away from fear, greater freedom, forced migration (slavery, human trafficking, refugees), unstable government, influence of globalisation (country of origin and country where they arrive), foreign policy decisions by their own and other countries/governments, free trade agreements (benefits to corporations over local governments, economies, and people), arms deals, payment of taxes by corporations, etc .



Social reasons

Improved health care and services, better educational opportunities, improved standard of living and quality of life, increased employment opportunities, safer communities with reduced crime, the desire to move and see the world, looking for a better future, cultural reasons – closer to family or friends, more opportunities for children and families, marriage, better human rights.



Environmental reasons

Famine and crop failure, natural disasters including droughts and flooding, ecological problems, moving from rural to urban/city life, food security, population pressure, poor infrastructure and sanitation.



Migration and the SDGs

- Highlights impact of humanitarian crises and forced displacement of people
- Calls for empowerment of vulnerable groups, including refugees, internally displaced persons and migrants
- Calls for access by all – including migrants – to life-long learning opportunities
- Commits to eradicating forced labour and human trafficking and to end child labour
- Recognises the positive contribution of migrants for inclusive growth and sustainable development

MIGRATION

Ireland's Role

The **Irish Naval Service** first became active in Operation Pontus in May 2015. Its role is to provide a search and rescue capability and to undertake humanitarian rescue operations at sea in the Mediterranean. Five naval vessels have been involved at different times including the Samuel Beckett, Eithne, Niamh, Roisin and James Joyce. These ships were crewed by personnel who volunteered for the mission. The actions of the Navy would be heroic even if only one person was saved from death. However, since 2015, the naval service has rescued over 11,500 people. Each person making up each of those numbers represents an individual human whose life has been saved, who now has an opportunity to live, and with proper and full humanitarian assistance from all States, who now has an opportunity to flourish. Because for each of those people who have been rescued it is now up to our States and our political systems to protect and vindicate their human rights (Conor Dignam, Irish Law Society).

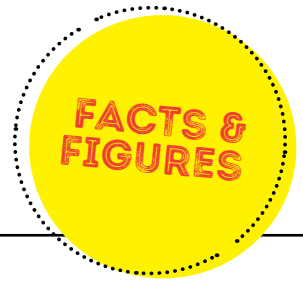
- **United Nations Summit for Migrants and Refugees - September 2016**
Ireland co-hosted a major UN summit in New York discussing the issue of refugees and migrants. It was the first time the United Nations dealt with the issue of both migrants and refugees at a high-level meeting of all 193 member states at the UN general assembly.
- **The New York Declaration for Refugees and Migrants** aims to strengthen governance of international migration, and create a more predictable system for responding to large movements of refugees and migrants, to save lives, protect rights and share responsibility on a global scale. View the full text of the New York Declaration www.un.org/ga/search/view_doc.asp?symbol=A/71/L.1

"As a mariner, when you see someone in the sea with their hand stretched out towards you, it doesn't matter what nationality they are... The work we do is the opposite of the smugglers. To them it's a business model. To us it's about saving lives." - Naval Service



SYRIA: THE CURRENT REFUGEE CRISIS:

Much of the focus of the topic of migration in recent times has been in reference to the Syrian Refugee Crisis. Syria is a country in Western Asia, and has been in a state of civil war since 2011. Over half of the Syrian pre-war population has been killed or forced to flee since the crisis began. Many refugees flee to neighbouring countries like Lebanon, Jordan, and Turkey.



Life under siege in rebel-held Aleppo (Syria)

Population: 300,000/rebel held. Government held/1,500,000

- Constant bombings and firefights in a city with just 30 doctors
- Petrol for your car it is \$20 a litre, diesel is \$10 a litre
- Foodstuff like flour and wheat has increased in price by 200%+
- 4 hours electricity per day, water services often interrupted
- "I go to school every day except for the times when I hear the planes." (Quote from schoolgirl in rebel held part of city)
- Estimated 31,257 dead (April 2016), credible reports of chemical weapons being used in attacks

Breaking out:

- Rebel and Government forces control civilian movement with roadblocks often operating a 'pay to pass' system impossible for many
- Once out of the city those fleeing have to avoid recapture by ISIS
- Injury or death on the road in a war-torn country is another risk
- Next it is time to find smugglers who charge large amounts of money to travel into and across Turkey
- Even if the first smuggler is "trustworthy", you will be handed from one smuggler to the next before the long journey is over

Braving the crossing:

- The crossing into Europe from Turkey is a perilous one: deaths in 2016 were 3,611 by October. In 2015 3,771 out of an estimated 300,000 died at sea. That's roughly a 1 in 100 dead.
- Help at sea is mixed. The British Government for example refuses to provide naval support for rescues, whilst the Irish navy is giving whatever support it can: 11,500 sea rescues by September 2015

Life in the camps:

- Syrian refugee camps have been operating for five years
- In some camps, disease is rife due to inadequate sanitation, cramped living conditions and lack of access to medical care including vaccinations and medicines.
- Education suffers because children sometimes spend years in camps. Schools are overcrowded with poor facilities and a lack of resources.
- Whilst you might be guaranteed 4 walls living in a refugee camp, there might not be a roof over your head to keep off the hot sun or cold rain.
- There are zero employment opportunities in the camp meaning families are helpless and rely 100% on aid.

The threat of exploitation

- A recent EU report stated that criminal gangs are taking advantage of Europe's migration crisis to force more people into sex work and other types of slavery
- Almost 96,000 unaccompanied children claimed asylum in Europe in 2015, and at least 10,000 of these have gone missing since then. Many are feared to have fallen into the hands of traffickers, and other forms of exploitation.
- This exploitation can happen at various stages of the journey- crossing the borders, arriving in Europe, or within European borders.

Who's helping?

- There are 2 million Syrian refugees in Turkey, it has shelter for 200,000. Turkey regularly deports Syrian refugees without hearing applications for asylum.
- Jordan a neighbouring country to Syria has almost 650,000 refugees in a country of 6.5 million, roughly 10% of the population, Jordan's fourth largest city is a refugee camp!
- If all the refugees requesting asylum in Europe were accepted it would amount to less than 0.5% of the overall population.
- Ireland has agreed to take 4,000 'migrants' (Sept 2016), the UK has agreed to take 20,000 by 2020
- The EU agreed to give \$3 billion in funding to support Turkey in providing for refugees, whilst more recently countries like Italy have demanded that general EU funding be cut from countries who turn refugees away.

WHAT CAN YOU DO?

GET INVOLVED



▲ 10,000 MISSING CHILDREN

#1000MissingChildren #EUCalltoAction
#notonourwatch

10,000 refugee and migrant children are missing in the EU, many feared to have been trafficked into sex slavery and other forms of exploitation. Tens of thousands more are travelling alone, at risk of a similar fate.

Watch: www.youtube.com/watch?v=YuC75n_DTEs

Read: www.1000missingchildren.wordpress.com/our-demands/

Sign the petition here: www.you.wemove.eu/campaigns/10000-missing-children

Facebook: www.facebook.com/1000missingchildren

Twitter: @bray_refugee

NO HATE SPEECH MOVEMENT IRELAND

The campaign is against the expressions of hate speech online in all its forms, including those that most affect young people, such as identity based cyber-bullying and cyber-hate. The campaign is based upon human rights education, youth participation and media literacy. It aims to reduce hate speech and to combat discrimination online. The campaign is not run to limit freedom of expression online.

Facebook: No Hate Speech Movement Ireland

Twitter: @nohateireland www.nohatespeech.ie/



▲ NYCI YOUTH-LED SDGs YOUTH PROJECT

Get involved in NYCI's SDGs Youth Campaign and take action at a local, national, European and global level. Join www.facebook.com/MillenniumYouthIreland/ or follow @SDGSyouth and @nycinews on Twitter.

Instagram: OneWorldWeekIreland

Contact: deved@nyci.ie to get involved

NOT ON OUR WATCH

The Not On Our Watch Campaign are made up of a network of volunteers and organisations calling on the Irish government to do more for unaccompanied children, particularly those who had been based in Calais.



The French government set about to demolish the refugee camp, known as The Jungle, in Calais in October 2016. The risk to the safety of the residents, including over 1,000 unaccompanied children, was at an all-time high. The Not on Our Watch Coalition has called on the Irish government to step in to delay the demolition and offer refuge to unaccompanied children in Calais Camp.

During a previous demolition in February 2015, people were forcibly removed and social workers reported the disappearance of over 200 unaccompanied children. Shockingly, most had not been traced after the event and it is feared some are now facing exploitation and potential trafficking.

If you are interested in getting involved in this campaign, you can:

Follow Not On Our Watch on Facebook: <https://www.facebook.com/thechildrenofcalais/>

Follow via Twitter using these hashtags
#NotOnOurWatch #Take200 #BringCalaisKids



ONLINE

- **Your phone is now a refugee's phone [watch on a mobile]:** www.youtube.com/watch?v=m1BLsYsGsHM
- **Game: Syria - Choose your own escape route:** www.bbc.com/news/world-middle-east-32057601
- **SDGs in Action app**
The SDGs in Action app contains detailed information about each of the 17 goals, including targets, explanatory videos, key facts and figures, and suggestions on how you can help achieve them take action. It has latest sustainable development news from around the world, as well as access to educational material explaining each of the goals. It also contains **social networking features** to campaigners plan their actions: www.sdgsinaction.com
- **For more information on the SDGs, check out:**
Powerpoint: www.oneworldweek.ie/sdgs-presentation
Resource: www.oneworldweek.ie/sites/default/files/SDGs_Youth_Resource%20_Pack.pdf
Video: www.youtube.com/watch?v=g8kHTlijCd8



WATCH

- **Syrian Children's Rap:** www.globalcitizen.org/en/content/a-tough-rap-watch-syrian-kids-raise-their-voices/
- **LOWKEY FT. MAI KHALIL- AHMED (OFFICIAL VIDEO):** www.youtube.com/watch?v=FNqum-_5RhY
- **Media and Migration:** www.youth.ie/nyci/Delegates-Action
- **Another Kind of Girl:** www.youtube.com/watch?v=mJqWQWmpgxx&list=PLubrEgFfc7LKStlgIwccHcs_sRHNonHWK&index=21
- **Exit Right:** www.youtube.com/watch?v=wgSTIJWvh7o&list=PLubrEgFfc7LKStlgIwccHcs_sRHNonHWK&index=27
- **Inclusion:** www.intercultural.ie/content/lets-act-inclusion-video-series
- **The White Helmets:** Watch via Netflix and get more information www.whitehelmets.org/
- **Fire at Sea:** www.en.wikipedia.org/wiki/Fire_at_Sea
- **I am a Migrant:** www.iamamigrant.org/
- **In their words - Refugees and migrants:** www.youtube.com/watch?v=VeL_3oss7ps



READ


- **The Sustainable Development Goals and YOUTH NYCI resource pack**
In 2015, NYCI produced a quality resource pack introducing the SDGs. The pack contains a variety of activities exploring equality, human rights, gender, poverty, and many more SDGs related issues www.oneworldweek.ie/sites/default/files/SDGs_Youth_Resource%20_Pack.pdf
- **The Sustainable Development Goals - United Nations agreement** www.youthdeved.ie/transforming-our-world-2030-agenda-sustainable-development
- **Links to resources on Refugees and Migration:** www.youthdeved.ie/un-high-level-summit-refugees-and-migrants-september-19th-2016
- **Mediterranean Watch (data):** www.data.unhcr.org/mediterranean/regional.php
- **Dochas:** www.youthdeved.ie/sites/youthdeved.ie/files/Dochas%20members%20briefing%20UN%20Summit%2016th%20Sep%202016.pdf
- **Direct Provision:** www.humanrights.ie/tag/direct-provision/
- **Stories and Plight of Refugee Crisis:** www.unhcr.org/
- **Interactive Stories:** www.bbc.com/news/world-middle-east-32057601
- **Lives in Limbo:** www.irishtimes.com/news/lives-in-limbo




ACTIVITY 1

ACTIVITIES
TO EXPLORE
MIGRATION

A HUNDRED THOUSAND WELCOMES!


 **Aim:** To encourage children to take a positive role in welcoming migrants or refugees.

 **Age:** 6+

 **Time:** 30mins

 **Goals:**



 **Materials:** Map of the world, Art materials, Pens, and Markers.

The idea of this activity is to give the children a positive sense of the fact that people move around the world for lots of different reasons and that we can take a proactive role to welcome them.

Step 1: Show the children a map of the world. Ask them where they have been on holiday or which countries they know or hear about on TV? Write down the countries or mark them on the map.

Step 2: Encourage the group to chat about their experiences if they have travelled or moved or were on holiday.

How did they travel? Was it comfortable? How was the food? How were the people? What was most fun?

Step 3: Tell the group that sometimes families have to move from their home country and go to live in another country. The group might suggest reasons or the facilitator might mention some. You can make a call about whether the group are ready to talk about sensitive issues like refugees.

Step 4: Tell the group to imagine that a group of children their age were going to be arriving in their area in a month. Give them materials to make a poster which would welcome these new kids and tell them all of the great things about the area, including the school, clubs, sports, scenery, library, shops, etc

Step 5: Present and display posters.



SIMILIAR AND DIFFERENT - POTATO GAME



Aim: To enable participants to recognise and appreciate that as human beings, we can be similar and different in many ways.



Age: 6 years+



Time: 1 hour



Goals:



Materials: A potato for each child. We recommend that you use different types, colours and shapes of potatoes to make this activity more interesting.

Step 1: Distribute a potato to each member of the group. Ask the group to examine their potato. They should touch it, smell it, and look at its shape and size – look at any bumps or lumps that might be on it.

Step 2: Gather all the potatoes and place them in a bag. Mix them up and pour them onto the floor/ desk. Invite participants to try and find their own potato and then return to their seats with their potato.

Step 3 Ask participants how they were able to identify their own potato. Using flipchart/the board, write down participants answers to the following questions:

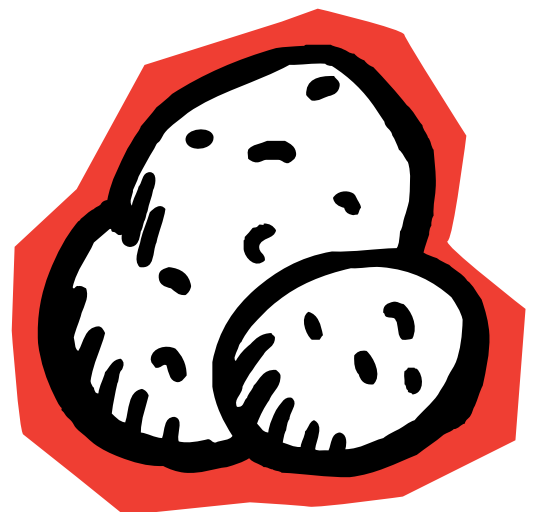
- Was it difficult to identify their own potato?
- Were all of the potatoes different? How were they different?
- Were they the same in any way? How?

You should point out at the end of the exercise that although each potato is very different in its own way, it still remained a potato inside.

Step 4 Ask participants to discuss the following in small groups:

- Do all people in your local area and in Ireland look the same, dress the same etc? If not, why is this the case? (Men/Women; different countries; hot and cold, small and tall, favourites colours, etc)
- In what way are we different on the outside?
- In what way are we the same on the inside?
- Are we like potatoes?

Step 5 Draw a picture/make a poster of what you have learned today and share publically.



ACTIVITY 3

IT'S A SMALL WORLD



Aim: To discover connections to other parts of the world. To understand that there are many different reasons why people "move".



Age: 10 years+



Time: 1 hour



Goals:



Materials: Map(s) of the World

(a large map, projected, drawn, photocopied but visible to all in the group www.developmenteducation.ie/media/documents/Trocaire_Peters_World_Maps.pdf) markers, sticker dots (3-4 different colours), flipchart paper or white/blackboard.

Step 1: Show the group a Map of the world. *The ideal would be if the map can be drawn on or stickers put on it e.g. a whiteboard/blackboard or a number of flip charts together or an actual laminated map. You may also print some A3 maps and work in smaller groups.*

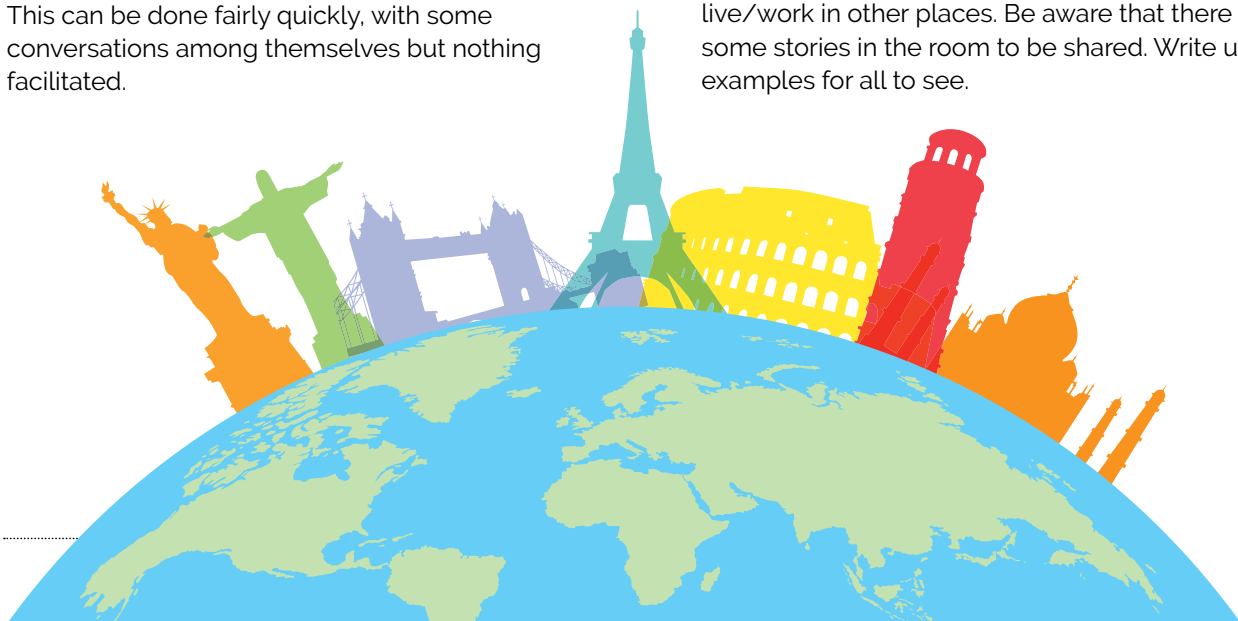
Step 2: Ask the group to share answers to the following questions and *mark answers on the map with a marker or sticker dot (three distinct colours, one for each question would give an interesting visual contrast).*

- Where is the last place you went on holiday?
- What was the best place you ever visited?
- What is the furthest journey you have ever travelled?

This can be done fairly quickly, with some conversations among themselves but nothing facilitated.

Invite the group to share examples of how they/their family made the decision about where to go and why? (E.g. sun holiday, visit family, interesting place, visit friends, etc). The purpose being to illustrate the variety of general reasons why people travel. Be mindful of the possibility that someone in the group may have sensitive reasons as to why they are in Ireland. This has positive potential if the invitation to share is managed well.

Step 3: Ask the group if they know of anyone (friend or family) who lives or works in another part of the world right now? Get some examples from the group and identify where they are on the map (e.g. by way of a different colour marking on the map). Have a small discussion about the reasons 'WHY' people go to live/work in other places. Be aware that there may be some stories in the room to be shared. Write up these examples for all to see.



At this point you will have a Map of the world with many different coloured dots representing different examples of movement of people throughout the world. You will also have some examples of the context for this movement, be it holidays, work or a new life. Take a moment to acknowledge all of the variety and how one group in one room represents all of these dots and the stories behind them. Also it is worthwhile recognising the positive impact that this movement has on cultural diversity.

"It's a small world!"

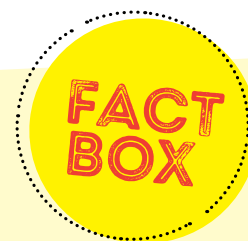
Step 4: Now we shift the focus to areas of the world where there are other 'Drivers' of Movement (see page 11). Ask the group to identify places on the Map where there is currently a conflict situation. Mark these clearly. Depending on how much information the group have, include some extras and give them some statistics. Invite the group to share some reasons why conflict might be a reason for moving? Write these up clearly.

Step 5: Finally ask the group to identify places on the Map where climate change is having a major impact. You may need to do a quick brainstorm about what we mean by 'climate change'. This is valuable for the group. Mark these clearly (You can include stats on this or reference areas in the south pacific that will be underwater within 50 years!) Invite the group to share some reasons why climate issues might be a reason for moving?

Step 6: Key Message

The key message is that in the world today there are lots of people moving from place to place every single day for lots of different reasons. In terms of Ireland there is movement in and out every year. What is important to acknowledge is that some of the movement is about life and death; it is about circumstances that are beyond the control of some families. The one thing that every single person in every single situation has in common is that they are all human and therefore they all have Human Rights. Many of those moving around the world are children and they have extra rights by way of the UNCRC (see page 47).

Introduce a list of words associated with movement of people and include definitions. This might become a conversation in its own right so be prepared for that (see page 10).



Conflicts in the World

Syria	Ukraine
South Sudan	Sudan
Iraq	Pakistan
Afghanistan	Nigeria
Somalia	Other countries could include:
Central African Republic	Yemen, Libya; Democratic Republic of the Congo; Russia; and North Korea

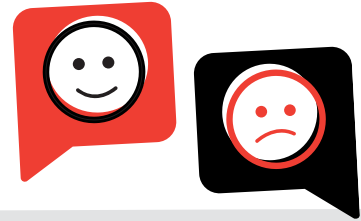


Taking It Further:

- 2016 Global Peace Index: www.static.visionofhumanity.org/sites/default/files/GPI%202016%20Report_2.pdf
- www.worldatlas.com/articles/the-world-s-most-war-torn-countries.html
- www.cfr.org/global/global-conflict-tracker/p32137#!/
- The UN Refugee Agency is a great source of information on the plight of refugees around the world - www.unhcr.org
- A Rich Man's World? Deals with inequality and the distribution of wealth. www.youthdeved.ie/sites/youthdeved.ie/files/A-Rich-Man%27s-World.pdf
- Check out the work of the International Organisation for Migration (IOM): www.iomireland.ie
- **Plural Plus:** PLURAL+ Youth Video Festival is a joint initiative of the United Nations Alliance of Civilizations (UNAOC) and the International Organization for Migration (IOM) that invites the world's youth to submit original and creative videos focusing on the themes of migration, diversity and social inclusion. By supporting the distribution of youth-produced media, PLURAL+ recognises youth as powerful agents of positive social change in a world often characterised by intolerance, and cultural and religious divisions. Check out: www.pluralplus.unaoc.org to learn more.
- Climate Justice Activist Toolkit (2014): www.trocaire.ie/getinvolved/climateaction

ACTIVITY 4

SHOULD I STAY OR SHOULD I GO?



Aims:

- To facilitate an exploration of how choices and decisions can depend on different realities.
- To use movement and statements about the decision to “stay” or “go” as a tool.
- To recognise what influences decision making.
- To share thoughts and ideas about reasons to “stay” or “go”.
- To imagine what it might be like for a refugee who is fleeing conflict.
- To understand that it's not an easy decision to leave one's home, family, friends, job, club, school, etc.



Age: 12+



Time: 25mins



Materials: Paper, Markers.



Goals:



The idea of this activity is to combine movement with discussion in order to facilitate a better understanding of the significance of decision making when it comes to movement from conflict zones.

The flow of the statements goes from examples that the average person can relate to easily, to real life scenarios faced by refugees. Encourage discussion after each statement but be mindful of the sensitivity of the issue. Allow people to move if they change their mind based on what they hear in the discussion. (There is a potentially powerful message in here about having a chance to change your mind and how that can be positive).

What to look out for:

- You may find that some participants initially just follow their friends, and some will physically hide behind the largest group in order to avoid speaking. In a supportive and fun environment it's possible to draw these participants out. It's actually kinder to ask the shyest ones to explain why they made their choice very early in the discussion before all the most obvious arguments have been exhausted by others.
- You may need to continually ask questions and prompt people to explain or elaborate. As your group get used to the strategy you may be able to step back more and allow the participants to challenge and rebut each other's arguments in a respectful manner.
- If you find that participants' ideas are not very developed, it might be a good idea to build some thinking time into the exercise. You could also allow time for participants to discuss their opinions in pairs or threes before asking them to share with the room at large.

The most common reaction to the statements will be "that depends". Try not to allow this to be a barrier to movement but when they have made their choice, this statement is ok because it is 100% true! This also presents an opportunity to unpack some of the factors that they imagine would influence their decisions.

Step 1: Clear the room enough to give space for an activity that requires movement of the whole group to one side or the other.

Step 2: Inform the group that they will hear statements and that they will respond to the statement by moving to the side of the room that represents STAY or the side of the room that represents LEAVE. *You can write these words on a piece of paper and stick it to the wall at each side for a visual aid if necessary.*

Be clear to the group that there is no middle ground, they must choose!

Step 3: Read the statements and facilitate conversations as necessary for each one. **Statements:** Invite everyone to imagine that they are a teenager in Ireland.

Highlight to the group that this exercise has shown:

- The decision making process can be complicated (how often was "it depends" used during the activity).
- Factors that influence the decision (different realities, perceptions, personalities, values).
- It's not always the same for everyone (and therefore it's not for us to judge others decisions).



Taking It Further:

- Save the Children Video 1: www.youtube.com/watch?v=RBQ-1oHf1mQ
- Save the Children Video 2: www.youtube.com/watch?v=nKDgFCojiT8
- The UNHCR Refugee App: www.unhcr.ie/do1thing/dilemmas-mobile-app

Statements

Your parents are going on holidays next month and they have offered to pay for you to go with them.

Do you stay at home, or go with them?

You're at a party and the person you've been dating has gone off with someone else. *Do you stay or leave the party?*

You're hanging out at night outside with your friends. One of your friends is drunk and the Gardai are on the way. *Do you stay or leave?*

You're in a WhatsApp group with your mates from school. Three or four of them start talking about refugees. They use racist and ignorant words. *Do you stay in the chat or do you leave?*

You've been offered the chance to study for a year in another country. *Do you stay or do you go?*

There is no work for your parents and your family is struggling. They suggest that the family move to a new country to find work. *Do you stay or do you go?*

You're out playing football with friends and you see an army jet overhead.

Do you stay or do you go home?

You're watching the news with your family, and they say that a war has begun in another part of your country. *Do you stay or do you leave your country? (frame this in Ireland)*


There are rumours that the town next to yours is going to be bombed in the coming months. *Do you stay or leave? (refer to their real life town next to theirs)*

You've paid your life's savings for a place on a boat across the Irish Sea (usually Mediterranean) to escape the bombs and war. You are on the shore and you have just realised that there is no life jacket for you. *Do you stay or leave?*




ACTIVITY 5


THE CROSSING

 **Aim:** To explore the journey undertaken by many refugees as they travel towards Europe, while exploring the human rights abuses suffered on this journey and on arrival. To consider what is involved in the journeys undertaken by refugees across the Mediterranean Sea.

For participants to gain some notion of the physical and psychological stress involved whilst remaining in a safe and supportive environment. For participants to be empowered by their experience, and to use this feeling to promote solidarity.

 **Age:** 12+

 **Time:** 40+ mins

 **Materials:** Small squares of paper/ post its (three for every participant), Photocopies of the Universal Declaration of Human Rights (page 46), A4 paper, markers, and pens.

 **Goals:**



The idea of the workshop is to give the group an opportunity to consider the journey undertaken by many people as they flee their homeland. To provide them with some statistics in this regard and to support them to physically visualise an example of the type of boat used by many refugees.

Step 1: Create a layout in the space you are working in that represents the size of a boat that many refugees would travel in on the journey across the sea. An example would be a 12 metre rubber boat used by many refugees. The Irish Navy saved 123 people from such a boat in the Med in 2015. If you scale down according to group size, a group of 30 would need a marked out space of 10ft length and 2.5ft width.

Step 2: Invite the group to get inside the dimensions as you have laid them out on the floor. Tell them that this is a refugee boat and that they would travel in such a boat across the sea. To help set the scene you can explain that it's a rubber dinghy and ask if anyone

has been in one before? You might ask if anyone has been on a bigger boat and contrast that this one has no facilities, no staff, no safety equipment and possibly no life-vest.

Step 3: Read out some/all of the following facts as the group sit quietly. You are trying to give them a picture and a sense of the scale of movement that we are going to be talking about in the wider sense and also some reasons for moving.

- Many refugees reach Europe by boat. Common channels crossed are Morocco to Spain, Turkey to Greece and Egypt/Libya to Italy: www.data.unhcr.org/mediterranean/regional.php
- The Sea crossed by many refugees is the Mediterranean, which is surrounded on the north by Southern Europe, on the South by North Africa and on the East by Levant.
- Reasons for leaving Syria
 - Rebel groups/ Government forces took control of my town
 - The cost of living inside Syria became too high

- I ran out of money and could no longer stay
 - I had no other place in Syria to stay
 - Most of my neighbours had left
 - My friends/family convinced me to leave
 - People threatened my life
 - Too dangerous to stay
 - My home was destroyed
- People use boats instead of flying because they can be stopped by officials at airports.
 - People are told mistruths by smugglers including that there are hotels waiting for them; the cost of the journey (1000s), cost of a life jacket (extra €250), cost of a phone call (€500).
 - In 2014, 216,054 people arrived on the shores of Europe by boat. In 2015 there were a total of 1,015,078.
 - At least 3,500 people died making the crossing in 2014. 3,771 died making the crossing in 2015.

*Be mindful of the potential discomfort for the group while in the boat.

Step 3: Ask the group to move out of the boat and form small groups. Give small groups a copy of the UN Declaration of Human Rights (page 46). Hand out a small piece of paper or post-it to each person. On the piece of paper ask the groups to identify the human rights breaches that can or do occur along this journey. Write the corresponding number(s) and keywords on the paper/post-it. Ask groups to place the post-its along the outer edge of the boat. Human Rights exist as a protection for people, how protected are these people who are taking these journeys?

Step 4: On a second piece of paper/post-it, invite the groups to finish this sentence. "I imagine a young person taking this journey might feel..." Place the pieces of paper/post-its inside the boat to represent the emotions that may be experienced by people undertaking this journey.

Step 5: Invite the group to return to the big group. Hand each person out one more piece of A4 paper. Ask the group the following questions and allow for open dialogue:

How do you feel about this workshop?

- Did you realise anything about the journey many refugees take which you may not have realised before?
- Do you think that the declaration of human rights has power in this circumstance? Why/Why not?
- Should there be an alternative way for refugees to travel to Europe?

After the discussion, invite the group to write their own message of solidarity on their piece of paper e.g. "Refugees Welcome". Place these messages around the outside of the boat space to symbolise that there are those outside of their situation who want to help. Take a photograph and send it to the National Youth Council deved@nyci.ie, or Tweet it (Include @nycinews in tweets).



Taking It Further:

- For a wealth of resources on issues surrounding refugees and migration check out: www.youthdeved.ie/un-high-level-summit-refugees-and-migrants-september-19th-2016
- The UN Refugee Agency is a great source of information on the plight of refugees around the world www.unhcr.org
- The BBC has created an interactive resource that is very good. The animated stories are deeply engaging www.bbc.com/news/world-middle-east-32057601
- See page 12 for more information on the Naval Services. Follow them via @defenceforces on Twitter



ACTIVITY 6

REFUGEE CAMP



Aims:

- To explore the complexity and unfairness of the navigation within a refugee camp at arrival.
- To highlight the struggle faced by a young person trying to navigate camp life.
- To show the need for a systemic and human approach to managing the arrival of refugees.

Do some extra research for more details about Camp life. The reality is that for a young person, it is a harsh existence with many dangers. Most especially where Ireland is concerned, young people with no family should be processed quickly and moved to a country like ours where we can offer them the care and dignity that they deserve.



Age: 15+



Time: 45+ mins



Materials: Stickers, Role cards, Paper, Markers, Pens.



Goals:



Registration at refugee camps can be a complex and frustrating issue. In this activity each person will play one of the following roles: A refugee, a social worker or a smuggler. It will be clear to the group who is a refugee, however, the social worker and smuggler labels must be kept secret.

Step 1: Setting the scene: Print and read out the following statements to the entire group: Statements relate specifically to those specifically playing the role of refugee but are relevant to all.

Statements

A google search you conducted before you left told you that you can register for asylum in Italy and then be transferred to Ireland, your ultimate destination. To do this you need to give your details and fingerprint to the workers that you meet upon arrival at camp.

A friend messaged you from a camp in Italy (the one you are headed to) and told you that they had been stuck there for 7 months already. They have registered and are waiting to be transferred. They said that the conditions are terrible, there is overcrowding and violence with others in the camp and from the police.

The man who you paid to get onto the boat (who you trust) warned you not to register in Italy. He said that the quickest way for you to get to Ireland is through the non-legal underground route.

Step 2: Split the group in two.

- **Group One** (two thirds of the group) - are refugees and all get a sticker to wear on their chest.
- **Group Two** (the remainder of the group) receive role cards (to be kept secret) with either Social Worker or Smuggler. Groups to be separated- one group at one side of the room (refugee camp) the other group at the other (destination). A label can be put up at each side of the room for convenience.

Step 3: Preparation

While the second group are looking at their role cards, group one (refugees) have three minutes (timed) to decide whether to take a piece of paper and print an X on it or not. This will represent a fingerprint.

When the three minutes is up, the facilitator should have everyone in position.

Step 4: Activity - Arrival at the camp

You should push the group to be quick about their business and then stop the round when you choose and send refugees back to the waiting area if they are not transferred.

- **Round 1:** Both groups are invited to move into the centre of the room and connect with someone from the other group. Refugees are trying to get moved on from the camp. Others are fulfilling their role according to their card.
- **Round 2:** This should be short and intense, create a time pressure element. Invite remaining refugees who ended up back at camp to come back into the middle. Tell a number of the other participants (social workers and smugglers) to take a day off so that there are less people to process the refugees.

Step 5: Close of activity

Call a halt to the activity abruptly (at this stage some should be at the destination, others should be back at camp) and give the group a minute to digest the scenario presented. It should be highlighted that there are many factors at play to determine who is where in the room - who they met in the middle, whether they had their finger print etc. This is part of where the frustration can grow because some people can be lucky and others unlucky but it should not depend on luck, there should be a strong system in

place that ensures human rights and dignity are at the core of the process.

Step: 6 Debrief discussion

- How did it feel during the exercise? What was it like?
- Is it fair that some people made it to the destination and others didn't?
- What factors influenced where people ended up?
- How would you feel if you were a young person trying to navigate this situation?
- Who would you hope would be in a camp to help young people in this situation?



Taking It Further:

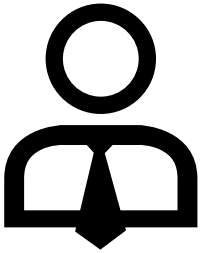
- For a wealth of resources on issues surrounding refugees and migration check out: www.youthdeved.ie/un-high-level-summit-refugees-and-migrants-september-19th-2016
- The UN Refugee Agency is a great source of information on the plight of refugees around the world www.unhcr.org
- The BBC has created an interactive resource that is very good. The animated stories are deeply engaging www.bbc.com/news/world-middle-east-32057601

Calais Camp in France

- Calais Camp potential breakup: www.nytimes.com/2016/10/22/world/europe/calais-jungle-migrant-children.html
- Karen Moynihan (Irish Youth Worker): www.youtube.com/watch?v=MTthlgan02c
- Refugee Youth Service in Calais: www.facebook.com/baloosyouthcentre
- News article: www.theguardian.com/uk-news/2016/sep/05/disgrace-to-europe-former-child-refugee-lord-dubs-calais-camp
- Photo story on Calais: www.developmenteducation.ie/gallery/in-pictures-7-days-in-the-jungle-refugee-camp-in-calais/
- www.facebook.com/EuropeanYouthInMigrationForum/videos/1488786358005784/
- www.facebook.com/EuropeanYouthInMigrationForum/videos/1629931950557890/

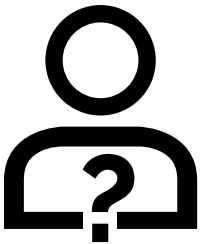


ROLE CARDS



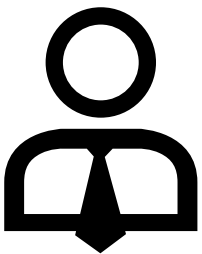
SOCIAL WORKER:

Tell them you are a social worker in the camp. You can ONLY grant a transfer if the person has a fingerprint (an X on a piece of paper). Anyone you transfer can reach their destination immediately and may move to that part of the room. You are new in the job and very enthusiastic and willing to help refugees in whatever way you can.



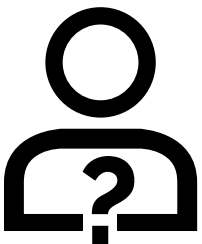
SMUGGLER:

Your motivation is to keep the person from going into the official system so that you can get them to take your route. You will promise them anything and give them misinformation. You can grant a transfer only if the person has NOT got their fingerprint document (an X on a piece of paper) for authorities. The person reaches the destination straight away and may move to that part of the room. Telling them you are a smuggler is up to you.



SOCIAL WORKER:

Tell them you are a social worker in the camp. You can only grant a transfer if the person has their finger print. If they show it to you the person must return to their starting point and wait for further information. You are not exactly happy with your job at the moment, you have been in camp a long time and you are getting burnt out.



SMUGGLER:

You will lie to any refugee you meet with a finger print document (an X on a sheet of paper). Convince them to hand you their fingerprint. Tell them to return to the waiting area while you organise things (which you will NOT actually do). If they do not have a finger print document it is up to you whether you send them to their destination or back to camp. Telling them you are a smuggler is up to you.

IT'S ONLY WORDS



Aims:

- To gain an understanding of the importance of language we use, and how our attitude towards other countries, religion and other people can be shaped by the media.
- To take a critical look at some of the media coverage of refugees and migrants.
- To explore and contrast the lives of a young refugee and a young Irish teenager with empathy.
- To re-imagine headlines that should be in our media about migration.



Age: 14+



Time: 40+ mins



Materials: Photocopies of newspaper cuttings, Paper, Pens, Flipchart Paper, Markers.



Goals:



Step 1: Write out on separate pieces of paper or hand out photocopies of the headlines below.

‘RESCUE BOATS? I’D USE GUNSHIPS TO STOP MIGRANTS’

‘MUSLIM WOMEN FACE €9000 FINE AS ANOTHER COUNTRY BANS BURKA’

‘4000 FOREIGN MURDERERS AND RAPISTS WE CAN’T THROW OUT’

‘MUSLIM FORCED OFF TRAIN AS COMMUTER COMPLAINS HE USED HIS IPAD SUSPICIOUSLY’

‘WE MUST STOP THE MIGRANT INVASION’

‘AUSTRALIAN SENATOR URGES END TO MUSLIM IMMIGRATION’

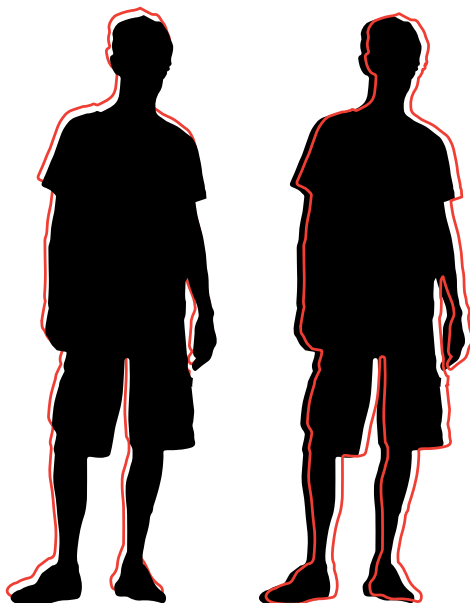
‘MIGRANTS ARE BECOMING HOOKED ON GAMBLING’

ACTIVITY 7 > CONTINUED

Step 2: Divide the group into smaller groups. Give them some paper and pens. Ask each group to identify the key terms and words used in the headlines. What stood out to them? Ask them to describe how the people within the stories are portrayed. Ask the group to reimagine the headlines and create new ones that report news from an ethical journalist viewpoint. Return to main group and ask the groups to compare their work. Additional facts (can be read out):

Step 3:

- Compare the life of an Irish teen and an Unaccompanied minor who has just arrived in Europe.
- Create small groups.
- Draw two identical silhouettes on a board/ flipchart. Label one 'UAM (Unaccompanied Minor)' and the other 'Irish Teen'. Tell participants to draw their own and to map out the life of each (use examples below to prompt).
 - What does each person have in their pocket?
 - What is each person wearing?
 - What is each person thinking on an average day?
 - What are their biggest fears?
 - What is their daily routine?
 - What was last Saturday for this person?
 - When was the last time each person went to school?
 - What are their hopes and dreams for the future?



FACT BOX

In the years after 9/11, MediaTenor examined 2.6 million Western news stories from 10 American, British and German outlets, and found that the media's coverage of Islam has rarely, if ever, been positive.

According to data MediaTenor collected on "religious protagonists" in 2013 news stories, Christianity, Judaism and other religions received considerable positive coverage in American news, while Islam received virtually none. While mainstream religious leaders like Pope Francis were often the face of Catholicism in the media, fringe extremists like Abu Bakr al-Baghdadi became the face of Islam.

Step 4: Rewriting headlines: Give each group a copy of the United Nations Convention on the Rights of the Child (Page 47). Ask the group if they were a journalist would they write a different headline? Ask participants to think about the situation of a young person in this regard and then to write a headline about the refugee child encompassing the UNCRC. What are the real and important messages that should be in our media? These can be displayed on a wall in a classroom/ youth centre or share via social media.




Taking it further:

Valuable resources detailing the results of research into what shapes the attitudes of young people and youth workers in Ireland including the role of the media in shaping standpoints:


- www.youthdeved.ie/sites/youthdeved.ie/files/Standpoints_Global_Attitudes_0.pdf
- Responsible Journalism Code: www.ethicaljournalismnetwork.org/who-we-are/5-principles-of-journalism
- Media and Migration: www.youth.ie/nyci/Delegates-Action

KNOWLEDGE IS POWER

 **Aim:** This activity gives the group an interactive way of discovering some of the facts about refugees and migrants while also dispelling some of the myths. It is hoped that this new knowledge and awareness will represent a positive development for individuals in the group.

To use a movement based activity to explore myths around refugees and the facts that dispel those myths.

 **Age:** 12+

 **Time:** 20 Mins

 **Materials:** Photocopies of the myths/facts sheet, Scissors.

 **Goals:**



Step 1: Cut out and mix up the cards with different myths and facts and hand them out to the group

Step 2: Invite participants to read their cards and then think about whether it is a myth or a fact. Each card has a corresponding card so participants are challenged to find the person with the card connected to their own myth or fact.

Step 3: When all are done or enough time has passed, ask participants to read out their myths and facts. There may be a need to correct some mismatches but overall it is important to be clear about which statements are myths and which are facts.

Step 4: Ask the group to discuss where the myths come from and what impact they have on the way we treat people.



Taking it further:

- For a wealth of resources on issues surrounding refugees and migration check out: www.youthdevel.ie/un-high-level-summit-refugees-and-migrants-september-19th-2016
- The UN Refugee Agency is a great source of information on the plight of refugees around the world: www.unhcr.org



ACTIVITY 8

> CONTINUED



MYTH

FACT

<p><i>Migrants are a drain on the Irish economy.</i></p>	<p><i>The majority of migrants are people of working age and do not use services any more than any other group, in fact they contribute to them through taxation. Asylum seekers are not allowed to enter employment until they are granted refugee status and therefore do not have the option to contribute to taxation.</i></p>
<p><i>Asylum seekers receive cars, mobile phones and services to which Irish people are not entitled.</i></p>	<p><i>Asylum seekers are not entitled to free cars or mobile phones. Most are housed in hostel type accommodation until their application is processed and receive €19.10 per week per person. This amount has not increased since 2000.</i></p>
<p><i>Migrant workers in Ireland have the same rights as Irish workers.</i></p>	<p><i>Many migrant workers do not have the right to have their family with them or to choose who they work for.</i></p>
<p><i>Most people are sent to Europe as 'anchors' so that the rest of their family can follow them over.</i></p>	<p><i>Family reunification is a complicated process, and depends on many factors such as relationship between the person's host country and domestic laws.</i></p>
<p><i>Ireland has taken its fair share of refugees from the Syrian conflict.</i></p>	<p><i>Ireland promised to take 4,000 Syrian refugees. As of 9th September 2016, Ireland has only taken in 311.</i></p>
<p><i>All refugees in Europe are from Syria.</i></p>	<p><i>In recent times Syria is the largest country of origin for refugees arriving in Europe, however Afghanistan, Iraq and Libya are other countries where many people flee from.</i></p>
<p><i>Travelling by boat is not actually that dangerous.</i></p>	<p><i>Many boats used by those fleeing are overcrowded and do not have adequate safety equipment like life jackets. According to the International Order of Malta, more than 3,770 migrants were reported to have died trying to cross the Mediterranean in 2015.</i></p>
<p><i>Once a person reaches Europe, they are usually granted asylum straight away and can start life as a European citizen.</i></p>	<p><i>In 2015, EU countries offered asylum to 292,540 refugees. In the same year, more than a million migrants applied for asylum - although applying for asylum can be a lengthy procedure so many of those given refugee status may have applied in previous years.</i></p>
<p><i>"Ireland is overcrowded and 'full up'".</i></p>	<p><i>Ireland is not densely populated. The Republic of Ireland has a population of 4.5 million (plus 1.5 million in the North). In the 1820's before the Irish famine it had 8 million. The population density of Ireland is 65 people per sq. km compared to 260 per sq. km in the UK.</i></p>
<p><i>"Refugees / boat people are illegal immigrants."</i></p>	<p><i>This is untrue. The UN Refugee Convention (to which Ireland is a signatory) recognises that refugees have a lawful right to enter a country for the purposes of seeking asylum, regardless of how they arrive or whether they hold valid travel or identity documents.</i></p>
<p><i>All Muslims are a security threat</i></p>	<p><i>Terrorism has been with us in many forms for hundreds of years. Acts of terrorism have been undertaken by individuals, groups, and organisations of different religions, and beliefs, etc. Terrorist organisations are able to recruit those who are victims themselves of oppression, inequality and exploitation. Muslim religious and community leaders were among the first to express condemnation following attacks and bombings believing that killings and atrocities have absolutely no sanction in Islam, nor is there any justification in their religion for taking innocent life.</i></p>

WHAT'S IT WORTH?



Aims:

- To introduce Direct Provision as the current model in Ireland for hosting Asylum Seekers.
- To facilitate the group to reflect on the spending habits of the average teen in Ireland and to contrast that with a young Asylum Seeker.



Age: 10+



Time: 80 Mins



Materials: Flipchart paper, Marker, Pens, A4 paper.



Goals:



Facilitators should be very mindful of whether there is someone in the group who is currently in Direct Provision. Whereas it might bring added value, this should be sensitively negotiated with the person before doing the workshop.

Step 1: Divide the group into smaller groups and give them an A3 or flipchart page. Each group are asked to draw the outline of a person who will represent the average 15yr old in Ireland. Leave the inside empty and leave some space on the outside also.

Step 2: Ask each group to decide what the person is "worth" by calculating the total value according to the following headings and any others they might want to add. It is important that they try to take it seriously and not go over the top either way. They must describe the item and write its value inside the graphic.

- Clothes from head to toe including footwear.
- Handbag or backpack that they would have. (What is in it and what's it worth?)
- What is in their pockets/purse/wallet?
- Accessories (rings, hat, necklace, earrings, etc)

Step 3: Now each group must decide what amount of money this young person would spend on average each week and write the details on the outside of the graphic. Do they have a job or do they get pocket money? (E.g. if they think €50 then they might mention things like, phone credit, lunch money, pocket money, transport, cinema, books, clothes, games, club fees like GAA, dancing, football, gym, etc.).

Step 4: Invite groups to share what they have come up with and to give a total value to the young person they have created.

Step 5: Now ask the group if they know what happens when an asylum seeker arrives in Ireland? Explain to them that Ireland has a system called Direct Provision. Share the explanation below.

Step 6: Now give each group a new piece of paper and ask them to draw a new outline on it. Explain to the group that the person in front of them now is someone who lives in Direct Provision. Remind them that this person receives set meals each day (no choice about what food), they have basic accommodation and health costs covered. Tell the group that a 15yr old in Direct Provision who lives with her mother would have **€19.10** (adult allowance) plus **€15.60** (child allowance) per week. Neither adult nor teen is allowed to work while in DP. So, a total of €35.70.

ACTIVITY 9 > CONTINUED

Step 7: Ask the group to write on the outside of the character what sort of costs might come along at any time for the teenager that their mother might be expected to cover on their behalf (think about things like school costs, female sanitary needs, travel, buying a gift for a friend's birthday, school tour, football or GAA club costs, hip hop club, etc). Encourage the group to be as thorough as possible.

Step 8: On the inside ask the group to imagine what the young person might want to spend money on for themselves (some of above or other things like concert tickets, trip to Supermacs with friends, mobile phone, etc). *Encourage the group to consider the average teen but also the extra pressure on teens in some regards and how that is connected to money.*

Step 9: Invite groups to share what they have come up with.

Debrief:

- Did you know that this is what asylum seekers were entitled to?
- Is this generous, mean, or the right amount?
- Is this hard or easy to live on?
- Do you think your family could survive on a similar amount of money?
- Imagine if you/your family were not allowed work. What might be the consequences?
- Does this situation fit into the world we want? Why?

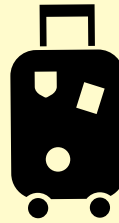


Taking it further:

For more information on the campaign against direct provision in Ireland:

- **Irish Refugee Council**
www.irishrefugeecouncil.ie/campaigns-policy/latest-campaigns/direct-provision
- **More information:**
www.humanrights.ie/tag/direct-provision/
- **A Rich Man's World?** Is a powerful resource to explore issues of inequality and injustice.
www.youthdeved.ie/sites/youthdeved.ie/files/A-Rich-Man%27s-World.pdf

MORE INFO



Direct Provision

Direct Provision is the accommodation provided to persons without means who are seeking asylum and permission to remain in Ireland, whereby they receive shelter and full board in accommodation provided by the State while their application for asylum is being processed. People in direct provision receive a weekly allowance for adults and children.

There are 35 Direct Provision centres around Ireland and in May 2015, there were 4,484 people housed in Direct Provision.



STEP FORWARD



Aim: To explore equality in Irish society in 2016 and have a valuable opportunity to gain insight into the lives of other people who may be less privileged than themselves.



Age: 12+



Time: 40 Mins



Materials: Copies of characters for participants, Shoe cut out (optional).

★ Goals:



Instructions: *This activity presents the group with an opportunity to reflect on our society and to consider the barriers that prevent young people from pursuing their potential. Depending on the space available, there are two ways of approaching this activity.*

Option 1: Moving in the space by stepping forward.

Option 2: Give participants an A5 size shoe cut out to be placed on the ground as an alternative to physically 'stepping forward' (and visually display this through photos or exhibition).

Step 1: Choose a variety of characters from the list and give one to each participant. Ask them to imagine what life might be like for that person in the Ireland of today. Tell them to keep the identity of their character a secret.

Step 2: Ask participants to stand side by side in a straight line on one side of the room with a clear space in front of them.

Step 3: Inform participants that you will read a number of statements and that for each statement that they feel the answer is "yes" for their character, they must take a step forward. If the answer is "no", then they do not move. *After you finish the statements you will see that there are people spread across the room in different positions.*

Step 4: Invite everyone to stay where they are and to turn around so that they can see everyone else and where they are standing (If you are using shoe cut outs, invite people to step away from the area and have a look at it). You might ask the participants if they felt that all of the characters were realistic. This is important because these could be people in Irish society right now.

Step 5: Starting from the furthest back, invite participants to simply and clearly describe who their character was.

Debrief:

Tell the group that in some sense this represents one picture of Ireland right now.

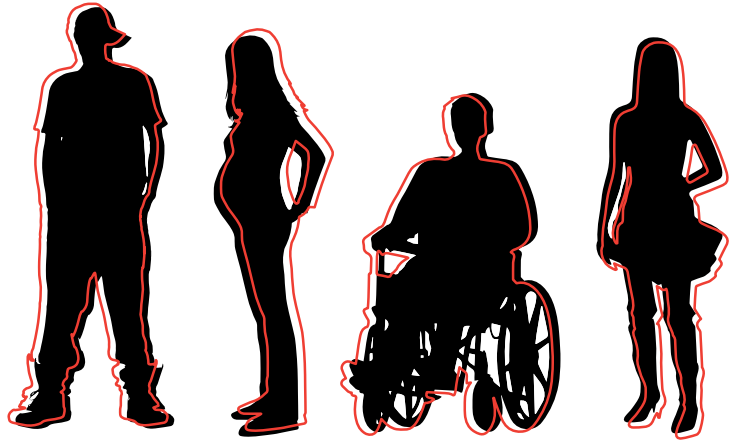
- Ask those at the back how it felt when they were not taking steps forward.
- Ask the group if they are surprised by where they are or where others are (Sometimes you can use the same character twice which might illustrate that experiences can be different even with the same label)?
- Ask the group about those at the front, what is the reaction to those who are 'ahead'?

You might ask how connected those at the front might be to those at the back? And whether this is a barrier itself to equal opportunities? You might notice that the single white male is at the top but

ACTIVITY 10 > CONTINUED

in truth a homeless person could also be a single white male. You could also reflect on how these basic labels frame a whole person's life for us and the challenges that brings.

The essence of this activity is to illustrate that regardless of anyone's situation, whether they be a refugee or a person in a wheelchair, it is our collective responsibility to create the society we want and to fight for the rights of anyone in our society who is suffering.



Statements

You have never had any serious financial difficulty

You feel that your language, culture and religion are respected in this society

You feel that your opinion on social and political issues is valued

You are not afraid of being stopped by the police

You know where to go for help or advice if you need it

You have never felt discriminated against because of your origin

You have adequate social and medical protection for your needs

You can invite friends home for dinner

You feel that you can study and follow the profession of your choice

You are not afraid of being harassed or attacked on the streets

You are presented positively in the media

You can vote in national or local elections

You are not afraid for the future of your children

You can fall in love with the person of your choice

You can celebrate the most important religious festivals with your relatives and close friends

You have decent housing

You can move freely in this society and to any other country

You feel represented in national politics

CHARACTERS



<i>Wheelchair User</i>	<i>Early School leaver</i>
<i>Teenage son of a Drug addict</i>	<i>Young Single parent</i>
<i>Asylum Seeker</i>	<i>Young Traveller</i>
<i>Single white male</i>	<i>Single White female</i>
<i>Teenager in Care (taken out of family home)</i>	<i>Gay Teenager</i>
<i>Black teenager born in Ireland</i>	<i>Teenager from a 'council estate'</i>
<i>Young person with Depression</i>	<i>Young person with anorexia</i>
<i>Unemployed builder</i>	<i>Homeless young person</i>
<i>Roma gypsy</i>	<i>Muslim girl</i>
<i>Pregnant teenager</i>	<i>Teenager who has been in prison</i>
<i>Teenager with a brother who is a convicted drug dealer</i>	<i>Young person with a mental disability</i>
<i>Daughter of a Bank Manager</i>	<i>Reformed Drug addict</i>
<i>University student from Iran</i>	<i>Daughter of a gangland boss</i>
<i>Unemployed college graduate</i>	<i>Young victim of domestic violence</i>
<i>Young person in Direct Provision</i>	<i>Young person with ADHD</i>
<i>Young carer (cares for a sick person)</i>	

ACTIVITY 11

THE HERO'S JOURNEY



Aims:

- To explore the impact of stories as a tool for understanding and advocacy.
- To encourage young people to relate the idea of being a 'hero', to recognise that they have the ability to be a hero if they choose to.



Age: 10+



Time: Depends on how you run this workshop



Materials: Copies of the stories.



Goals:



There are two stories (pages 42-45). Both are about young people of the same age but in different realities. Each story represents a journey and both stories ultimately converge into one story.

In the Irish context, storytelling is embedded in our culture and is a fundamental part of our national heritage as it is in many countries and cultures across the world. Storytelling can be a tool, it presents us with opportunities to learn, to think, to reflect, to escape, to empathise, to understand, etc. The power of storytelling cannot be measured and at times our humanity depends on storytelling to signpost us to a better tomorrow.

Good Storytelling can influence people to change:

The way we feel - The way we think - The way we behave

As a facilitator, think about how to structure this workshop in terms of setting the scene for a storytelling event and also considering the workshop elements that follow the stories. The purpose of having two stories is to give space to the fact that alongside the stories of refugee children,

there are our own stories and within our own stories are possibilities to become heroes and to contribute to the world we want while living our own lives within our own context. Being a hero in the struggle for a better world is not always about going away to find a place where the worst things are happening. Sometimes it's about staying in your own place and discovering what impact you can have there.

Step 1: Read the stories of Sirhan and Jess. You have options about how you present the stories. They can be done parallel, reading part one of Sirhan and then part one of Jess, etc. Alternatively, you can read the whole story of Sirhan and then the whole story of Jess. Of course depending on the group, you may invite some participants to read or present the stories. Some advance preparation for this would be required. *To give some added learning to the workshop, you could do an input about storytelling and the basic mechanics of how to create a story.*

Step 2: After the stories have been shared, create smaller groups and invite them to create their own ending for the story.



THE FUTURE WE WANT



Aim:

- To realise the value of exploring your own beliefs and values so as to understand how they influence your attitudes and behaviours.

The key message here is about the connection between belief, values, and positive change. For young people to see themselves as potential agents of change, and realise the importance of reflecting on how our beliefs and values shape future behaviours.



Age: 12+



Time: 1 hour+



Materials: Flipchart paper or White/black board, Markers, Pens.



Goals:



Step 1: Draw a circle in the middle of the page/ whiteboard/blackboard/flipchart and then draw three other circles outside of it.

- In the centre write the word Beliefs
- In the next circle write the word Values
- In the next circle write the word Attitudes
- In the final circle write the word Behaviours

Explain to the group that this represents a person and that each circle is connected and influenced by the previous. Mention that beliefs are at the core and in some ways inside of us and that behaviours are at the outer rim and as such the things that other people see and experience. Now some attention will be given to each element on the following page.

To make the connection to the theme of Migration

- Ask the group to consider the current situation with Refugees in Europe.
- In small groups give each group a flipchart and

invite them to draw the circles and outline the beliefs, values, attitudes, behaviours of either a person with a negative disposition or a positive disposition. Ask groups to share in the big group what they came up with.

- Invite the group to suggest how you might change or shift some of the beliefs, values, and attitudes of the negative people. Take note of these.
- Now give each person a piece of paper for individual work. Ask them to draw the circles on it. Give them a period of time to outline their own beliefs, values, attitudes and behaviour when it comes to Refugees.



Taking it further:

Valuable resources detailing the results of research into what shapes the attitudes of young people and youth workers in Ireland
www.youthdeved.ie/sites/youthdeved.ie/files/Standpoints_Global_Attitudes_o.pdf

ACTIVITY 12

> CONTINUED

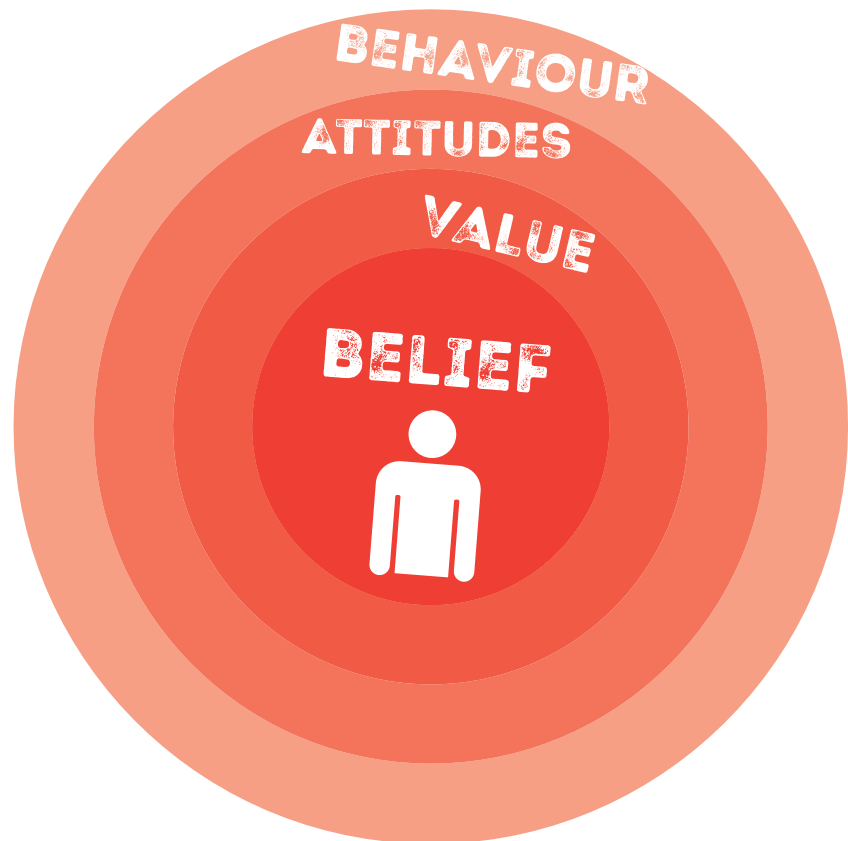
BELIEF:

What is a belief and what influences the development of beliefs?

A belief is an idea that you hold to be TRUE. It can be influenced by; culture, faith, education, experience, mentors, media, etc. When you hold a belief to be TRUE you are usually willing to defend it and you have reasons and evidence to support this belief. Marriage Equality can be a good example:

I believe that gay people should have the right to marry.

A funny one can be Lionel Messi - I believe that Messi is the greatest football player on the planet.



VALUES:

What are values and what influences the development of values?

A value is a stable and long lasting belief about what is important to a person. Values can relate to different parts of our lives; happiness, wealth, education, career, family, health, etc.

I think it is important for gay people to have the right to get married. Messi is the most skillful player to ever play the game.

ATTITUDES:

What are attitudes and what influences the development of attitudes?

Attitudes are 'settled views' about things. They are influenced most often by underlying beliefs and values. Attitudes affect decision making and behaviour.

The law should be changed to allow Gay Marriage. Barcelona would not have won all their trophies without Messi in the team.

BEHAVIOUR:

What are behaviours and what influences our behaviour?

Behaviour is how we act towards others. It is an ACTION that can be a response to a certain situation.

It is influenced by our attitudes. I will campaign for marriage equality! I will buy a Barca jersey and put Messi on the back!

MOVING FORWARD



Aim:

- To begin thinking about what the new SDGs mean to them personally and how they connect to their everyday lives. To energise participants to become campaigners through introducing them to the potential of the SDGs to make the world a better place.

By encouraging participants to imagine where they might take action, they can begin to make plans with fellow participants or with support from the facilitator. By empowering participants in this way they gain not just tools, but they begin to understand 'change' and how it occurs.



Age: 12+



Time: 1.5 hrs



Theme: The SDGs and Advocacy



Materials: Flipchart paper, markers, copy of SDGs (page 49).

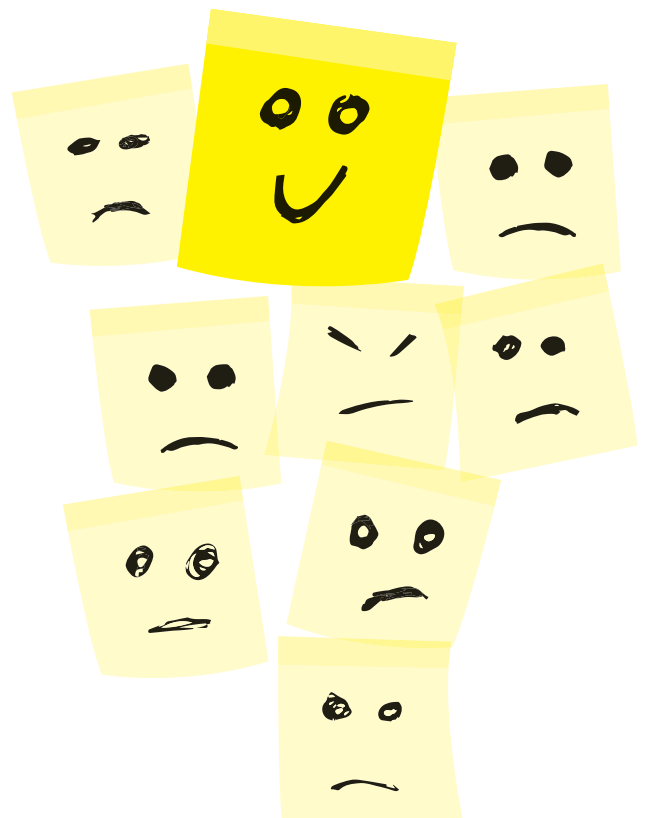


Goals: All goals

Step 1: Ask your group to split into smaller groups of 4 or 5, giving each group a set of markers so that they can record their answers and discussion – the more creatively, the better!

Step 2: Go through the 17 SDGs and pose some/all of the following questions to the groups (depending on time and group):

- Looking at the 17 goals – where do you see a connection with yourself as an individual and your role as a young person, student, citizen, volunteer, etc.?
- Are some goals more important than others? What are the most important to you? Why do you think that there are so many?
- Do you see any barriers/challenges in achieving these goals? Explain.
- Where do you see refugees targeted in the Goals?
- Do you think it is important for other children and young people to hear about these goals? Why?



ACTIVITY 13 > CONTINUED

- If there were one or two key messages that you would want those in power to hear (President, Minister, Politicians, celebrities, etc....), what would that message be?
- The Irish Government has to develop a National Action Plan to achieve the SDGs. What recommendations would you make to Government, Taoiseach, President? Let them know! How?
- What action will YOU take around these new goals – what will you do today/this year; on your own/ with your friends?
- What support do you need from teachers/ leaders/stakeholders to enable and empower you take action to these goals and for you to change the world!



Taking it further:

- On page 14 of this resource there is a wealth of information and tools concerning the SDGs, this includes the SDG resource NYCI produced last year.
- The UN has their own 'Lazy Person's Guide to Saving the World':
www.un.org/sustainabledevelopment/takeaction/
- Powerpoint on the Sustainable Development Goals:
www.oneworldweek.ie/sdgs-presentation

Some of the issues that link to the Sustainable Development Goals can include:



TAKING ACTION



Aim:

- To introduce the group to the basics of action planning.

By encouraging participants to make detailed plans for change with tools and general directions, they will see themselves as valuable campaigners for whatever issue they decide to tackle.



Age: 12+



Materials: Post-its, markers, flipchart paper, pens.



Goals: All goals



Instructions: Hand out post-its and ask everyone to write down an idea for an action they could take to raise awareness of the injustice issues that affect them and other young people in the World.

Next, gather up all the post-its and draw up the following matrix on the chart paper:

	High Impact	Medium Impact	Low Impact
Simple			
Needs some effort			
Quite tough			

Now ask people to take a random post-it from the pile and read it out to the rest of the group and ask where to put it on the matrix. After all the actions are on the chart, as a group decide on what action you think is best for you.

When you've decided on an action:

- Give everyone a task
- Create a timeline
- Let people know what's going on
- Make it fun
- Record what happens
- From there, begin to make your plans on implementing your plan.

Remember to!

- Think about which issue you want to address most
- Think about the local issue that affects people globally
- See what you can do to address or do something about this issue
- Identify the right people to ask for advice
- Use one post-it per idea
- Think big and start small
- Think about what you want to happen
- Be realistic
- Use the skills of the people and organisations around you

Good luck with your plan and project!



Taking it further:

- Check out NYCI's resource on the Sustainable Development Goals: www.oneworldweek.ie/sites/default/files/SDGs_Youth_Resource%20_Pack.pdf for a wealth of information and tools concerning the SDGs and some ideas for taking action.

SIRHAN'S STORY

Sirhan is thirteen years old. He lived in a big town close to Aleppo in Syria. He is in first year in school, and plays football every weekend. His favourite subjects are art and design, and he wants to be a 3D computer animator for a film company when he grows up.

In the middle of the night last year, Sirhan's mother ran into his bedroom and pulled him out of bed. "It's okay my love" she said as she put her arm protectively around him. He knew it was not okay. The loud bangs and the smoke outside the window told him that this night was the night that he had been expecting. The bombs were close.

In the morning, Sirhan walked down his street to see most of the buildings in rubble. He had spent the night with his Aunt and Uncle in the community centre. Their house, and his, were destroyed. Everything was ruined. His toys, his clothes and his school books. He felt so angry, but also filled with terror.

The following day, Sirhan's father sat him down, and explained that they had secured enough money to buy Sirhan a ticket for a boat crossing the Mediterranean the following week. He had heard that an old friend from his work would be on that boat, and had advised him that it was a good time to try and get into a camp in Italy. Sirhan would travel to Turkey with his father's friend and get the boat from there. He explained that they didn't have enough money to send the whole family at the moment, but that once he got paid again from his job he would send Asad, Sirhan's older brother, to follow him. Sirhan asked when his mother and father would follow. His father's face dropped. 'As soon as we can' he said.

As Sirhan boarded the boat, he checked his pockets to make sure he still had his phone and school ID card. His passport had been destroyed by the bombs. He had a bag on his back with two jumpers, a pair of socks and a book all given to him by his aunt. He had one packet of crackers. Within hours

on the boat many small children were crying loudly. Sirhan gave out his crackers for them to eat, in an attempt to comfort them.

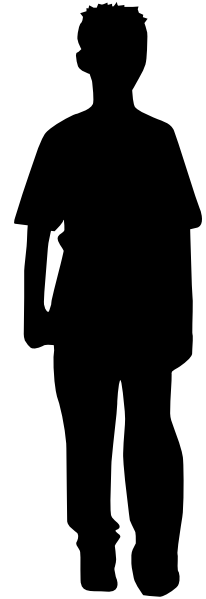
When Sirhan reached the shore he felt terrified. He did not have a clue where to go so he tried to search on his phone but it was out of battery. He followed the crowd who walked slowly.

Eventually he reached the camp. It expanded much further than he had imagined. It was like a maze, and he felt so overwhelmed that he started to cry. He hadn't cried since he was a small child, and he felt embarrassed.

A worker in the camp, a young woman in a 'camp worker' t shirt saw him and ran over. She wrapped her arms around him, and brought him to the reception area where she gave him water, some food and a blanket around his shoulders. There was a special place for unaccompanied children to stay, and she walked him there and stayed until he was settled. Then she apologised, hugged him and left. She had to go and assist the newest group arriving.

After many weeks in camp a man in a police uniform came into Sirhan while he was outside playing in the campsite. "Come with me young man" he said. Sirhan had been talking to the families in the neighbouring tents to his. They had warned him about the police and that the time would come when he'd be asked to register. They said that he'd never get to mainland Europe through the 'official' channels. Sirhan wasn't really sure what this meant, so he decided he would ask the social worker in charge of registering him.

The policeman brought him into the social worker's office. To his horror, the social worker began speaking in English to him. "I can't understand" Sirhan said in Arabic. The social worker half smiled at him and his stomach dropped as he realised that she couldn't understand him. From then on



The loud bangs and the smoke outside the window told him that this night was the night that he had been expecting

they sat in silence. She filled out papers, occasionally looking at him. Then she took his hand and pressed it on an ink pad and took his finger print. "Okay we will be in contact thank you" she said, but Sirhan couldn't understand. The man in the police uniform came over and signalled that it was time to go. He walked him back to the Children's tent. Sirhan felt completely uneasy; what if they rejected him and sent him back on the boat? He could not face that journey again.

Over the coming months, Sirhan spoke to many of the adults around him in camp. Some advised him not to continue with the officials if he wanted to get out of the camp soon. Sirhan felt conflicted; the volunteers and workers in the camp were often very kind to him. They made sure he had food, they played with him and they even helped him to do some school work. He trusted them. The adults said they knew this, but that there was still no point in going through the official system, it would take far too long. "Do you want to be stuck in this camp forever?!" they asked him.

One dark and cold evening, when Sirhan had been in camp for nearly 7 months, he packed up his items and decided to run. An adult in the camp had told him of a truck that was driving to Britain. Sirhan knew that if he could make it there, then he could eventually reach Ireland, his ultimate destination.

Sirhan found the truck in a hidden part of the road just outside of the camp. There was a mob of people trying to get on it. Someone spotted him and shouted "let the boy on!" As Sirhan made his way to the front of the crowd, he saw the driver wave his hands in the air "that's it, no more room" he said. He helped Sirhan climb into the back of the truck that was full of cardboard boxes, most of which had people hidden in behind them. Sirhan found a space in the very back, covered by smaller boxes. When the doors of the truck shut, the space was cast into complete darkness.

Sirhan travelled in this spot for six days, getting out only once a day in hidden spots to use the toilet. The driver gave him water and food when he could, but Sirhan was still hungry and desperately cold.

When he arrived in Britain Sirhan could not see properly, as his eyes could not adjust to the

brightness of the sun. To his immense relief, he realised that the truck had driven him straight to the sailing port- it turned out that the boxes that Sirhan had been hiding behind were also on route to Ireland. As the rest of the people left the truck, Sirhan asked the driver if he could stay where he was as they crossed the sea to Ireland. The driver agreed and gave Sirhan a blanket and a bottle of water for the journey.

After several hours, Sirhan was awoken by the noise of the doors of the truck being opened. To his horror, he saw a police man staring at him. Fear exploded in his stomach and he crouched backwards. The policeman talked into his radio, and then moved slowly toward Sirhan. He gently took his arm and guided him out of the truck.

Over the coming weeks Sirhan was interviewed by many different people. He lived in a care house with seven Irish children. Each week, he attended a homework club with other refugee children. One of the children, Salim, that he met in homework club, lived in a system which he learnt was called 'direct provision' "I live there with my mother" Salim explained. "It's annoying, the food is horrible! I miss my mother's cooking. We can't really afford much either, and my mom misses teaching so much. I wish she could do that here". Sirhan suddenly ached for his own mother. He had not been able to contact her since he arrived in Ireland. Each night he watched his phone, desperate for her call.

Three months after Sirhan first arrived in Ireland, he received a call from an unknown number. It was his mother "Sirhan! My boy! You are okay! We are okay! Where are you?! Ireland?! I can't believe it!" Sirhan's family had made it to a refugee camp in Italy. His mother's phone had fallen from her pocket on the boat, and she had not had access to a phone until she had made contact with a worker in the camp. Sirhan's eyes welled up when he heard his mother's tears of happiness. "We are coming for you soon my love, stay where you are. We love you". For Sirhan, he wasn't able to hug his Mum, but he was filled with so much happiness knowing his family were safe. He knew from then it was a waiting game until he got to see them again.

JESSICA'S STORY



Jess is fifteen years old. A Transition Year student in her local community school she loves Hip Hop dancing and is a loyal and longstanding member of the local youth club. She has no idea what she wants to do after school and is happy enough to enjoy the teenage years and avoid thinking about the future for as long as possible!

The video on her FB newsfeed captures her attention. "20 children dead as refugee boats capsized". It was shared by a guy she kind of knows from her estate. Jess clicks the video and for the next three minutes she finds herself captured by a horrible sense of confusion and shock. Struggling to hold back the tears as she becomes aware of her erratic breathing, Jess feels a numb sense of overwhelming sadness. "Children are dying... drowning, and there is nobody to save them." Her mind is racing with images and emotions and scenarios and a simple but seemingly unanswerable question repeating itself again and again, "why?" "Why is this happening?" Jess feels a weight on her chest like you would at a funeral of a loved one, her head has a dull ache as if she needed to shake it to bring it back to reality. She clicks the sad face emoji and scrolls down her newsfeed.

The following night in an online group chat with friends Jess mentions the video. "Oh my god did anyone see that video of the kids drowning? The refugee boats capsizing? So sad." She hadn't really thought about what reaction she would get and was a little bit surprised when some of the group replied with things like "they shouldn't be there in the first place! What kind of parents put their children in that situation in the first place?!" and "sure that's one less future Isis recruit anyway!" There were some pretty standard comments about how sad it was and how awful it must be to find yourself in a boat in the middle of the sea that sinks but the negative comments stuck with Jess. She felt an urge to challenge them but then reconsidered knowing full well that they would all turn on her and she'd end up getting abuse. She wasn't in the mood for that tonight. Eventually the conversation moved onto something else and Jess reconnected a couple of times to make

sure that nobody could accuse her of being in a mood. She didn't sleep well that night.

That Friday night Jess talks to her youth worker about the whole thing. She has looked up some more stuff about refugees and it all seemed to be a big confusing mess. For her she just could not get it out of her mind that children were drowning in the sea and there were not enough rescue boats to save them. "Let's do a fundraiser!" she suggests, trying to channel her enthusiasm into doing something that will take away that recurring feeling of sadness. "We can do a cake sale or a sleepover or something like that and raise money." "I admire your enthusiasm Jess" he replies, "you see a situation, it has affected you and you want to do something about it. Now, can I ask you something?". "Of course" says Jess with a wary sense of "here comes the youth worker bit". "Can you tell me three things about the Refugee crisis?" he asks. "Oh god, I can tell you one thing, children are dying!" she said with some force, hoping he doesn't push her. "This is true" he said calmly, "and again I admire that this is the most important factor here for you but can I suggest that we organise a workshop for the youth club and bring in some experts in this field so that we can all learn some more about this issue and then decide what we might like to do about it?". "Yes Conall, good idea, when can we do that?" Jess wasn't unhappy with the suggestion and in fact it meant less work for her so hopefully it could happen soon and this sadness she couldn't shift would disappear.

The Development Education workshop from the National Youth Council has a profound effect on Jess. The new knowledge fills some gaps in her mind, the examples of actions taken by young people across the world to tackle lots of different issues and fight for human rights inspires Jess!

The emotions are still there, the sadness about the children drowning lingers in her mind but now she feels like she can use those feelings, give them a purpose and let them drive her to find ways to "do"

something. The possibilities of taking action with her youth club build a positive sense of anticipation in Jess.

It's the night of the first meeting. Jess is excited. She got a good response within the club, some compliments about her poster and some positive feedback on social media.

"So, let's get started then." Conall announces. "If anyone else arrives, they can join in."

Jess is devastated. As she sits there controlling the urge to storm out of the room she finds herself wondering why she even bothered to put the work into this when only eight people are willing to turn up! Just as the avalanche of negative thoughts threaten to overwhelm her Jess snaps out of it as Conall mentions her name..."Jess has put a great effort into putting this together and now we have this special moment when one person becomes nine people! So, let's start with 'why'. This is important because the 'why' is the motivation. Let me also remind you of a quote from Margaret Mead, "Never doubt that a small group of committed citizens can change the world, indeed it's the only one that ever has". By the time it's her turn to speak Jess has moved on from her dark moment of doubt, she feels the energy in the room and her motivation has been revitalised. This group WILL do something, of that she is convinced!

A month later the school principal wanted to meet Jess and see the poster plans before she agreed to allow the team to place them around the school. "Just focus on the positive awareness raising you will be doing", her youth worker had told her, "remind her that you are promoting human rights and sharing real facts about the refugee crisis. I have no doubt that the school will support you."

Not only was the principal supportive but she agreed to organise the printing and assured Jess that the Librarian would help them with research as the project grew within the school. Jess was ecstatic, she couldn't wait to tell the group. They had put so much work in to find out the facts and figures, meeting different experts in the youth project, reading the heart wrenching stories of people crossing the Mediterranean and trying to find their way to safety and finally designing the posters that they would place around the school to develop awareness about the refugee crisis that was unfolding in Europe.

One week later and Jess was sitting outside the principal's office once again. It was 8.30am, she had been asked to come in earlier for a "chat". The

previous week had been a roller coaster for Jess and her team. By day five, seven of the ten posters had been ripped down or vandalised, Brian had been sent home for fighting with a group of guys who he caught vandalising a poster with a permanent marker. She had been verbally abused every day and her social media accounts had received more than a few nasty messages. Jess didn't bother going out at the weekend. She didn't turn up to the youth club as she couldn't bear the thought of facing people, the questions, the comments, the drama. She even ignored the group chat with her team for fear that that they would all be sharing the reasons why they would not be continuing with the project. It was all too much for Jess as she sat there feeling the waves of doubts and question marks wash over her. "Maybe it's best if things just go back to normal, what was I even thinking?"

The door of the office opened as Jess took a deep breath trying to compose herself. The principal walked out of the office and smiled a sympathetic but determined smile. "Let's go Jess, the guys are waiting in the hall." Under her arm were a bunch of what she presumed were new posters. "You didn't think this would be easy did you?" the principal asked placing an understanding hand on Jess' shoulder as they walked along the corridor. "This is a journey of learning and you are at the core of it, you and your friends. It is not going to be easy and it doesn't happen in one week. My only advice for you is do not get trapped in the negativity, there is so much more to notice if you give it your attention. For example, today we have twenty people waiting in the hall to place twenty new posters. That is positive, that is progress, that is a direct result of your efforts and your inspiration. There are so many other people waiting for an invitation to get involved and even more who are quietly watching and hoping with all of their hearts that you do not give up. Now, you have twenty minutes to get these up!" As Jess walked into the hall she was met with smiles and hugs. Brian was first to say something, "this week we fight with posters, not with people!" everyone laughed as the tension eased.

It was three weeks since the poster campaign had begun. The group had since organised a talk from the Irish Refugee Council and the Migrant Rights Centre Ireland. The positive feedback had grown day by day and the negativity had reduced little by little. Jess had been told to go to the principal's office after little break. She knocked on the door, was invited in and was greeted with a smiling principal who said, "Hi Jess, I would like to introduce you to Sirhan..."

APPENDIX

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS 1948

(Simplified version by Amnesty International UK)



- 1** We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.
- 2** These rights belong to everybody; whether we are rich or poor, whatever country we live in, whatever sex or whatever colour we are, whatever language we speak, whatever we think or whatever we believe.
- 3** We all have the right to life, and to live in freedom and safety.
- 4** Nobody has any right to make us a slave. We cannot make anyone else our slave.
- 5** Nobody has any right to hurt us or to torture us.
- 6** We all have the same right to use the law.
- 7** The law is the same for everyone. It must treat us all fairly.
- 8** We can all ask for the law to help us when we are not treated fairly.
- 9** Nobody has the right to put us in prison without a good reason, to keep us there or to send us away from our country.
- 10** If someone is accused of breaking the law they have the right to a fair and public trial.
- 11** Nobody should be blamed for doing something until it has been proved that they did it. If people say we did something bad, we have the right to show this was not true. Nobody should punish us for something that we did not do, or for doing something which was not against the law when we did it.
- 12** Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a very good reason.
- 13** We all have the right to go where we want to in our own country and to travel abroad as we wish.
- 14** If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.
- 15** We all have the right to belong to a country.
- 16** Every grown up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.
- 17** Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.
- 18** We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.
- 19** We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people wherever they live, through books, radio, television and in other ways.
- 20** We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.
- 21** We all have the right to take part in the government of our country. Every grown up should be allowed to choose their own leaders from time to time and should have a vote which should be made in secret.
- 22** We all have the right to a home, to have enough money to live on and medical help if we are ill. We should all be allowed to enjoy music, art, craft, sport and to make use of our skills.
- 23** Every grown up has the right to a job, to get a fair wage for their work, and to join a trade union.
- 24** We all have the right to rest from work and relax.
- 25** We all have the right to a good life, with enough food, clothing, housing, and healthcare. Mothers and children, people without work, old and disabled people all have the right to help.
- 26** We all have the right to an education, and to finish primary school, which should be free. We should be able learn a career, or to make use of all our skills. We should learn about the United Nations and about how to get on with other people and respect their rights. Our parents have the right to choose how and what we will learn.
- 27** We all have the right to our own way of life, and to enjoy the good things that science and learning bring.
- 28** We have a right to peace and order so we can all enjoy rights and freedoms in our own country and all over the world.
- 29** We have a duty to other people, and we should protect their rights and freedoms.
- 30** Nobody can take away these rights and freedoms from us



UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC)

Article 1 Everyone under the age of 18 has all the rights in this Convention.

Article 2 The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, no matter what type of family they come from.

Article 3 All organisations concerned with children should work towards what is best for you.

Article 4 Governments should make these rights available to you.

Article 5 Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.

Article 6 You have the right to life. Governments should ensure that children survive and develop healthily.

Article 7 You have the right to a legally registered name and nationality. You also have the right to know and, as far as possible, to be cared for by your parents.

Article 8 Governments should respect children's right to a name, a nationality and family ties.

Article 9 You should not be separated from your parents unless it is for your own good – for example, if a parent is mistreating or neglecting you. If your parents have separated, you have the right to stay in contact with both parents, unless this might harm you.

Article 10 Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact or get back together as a family.

Article 11 Governments should take steps to stop children being taken out of their own country illegally.

Article 12 You have the right to say what you think should happen when adults are making decisions that affect you, and to have your opinions taken into account.

Article 13 You have the right to get, and to share, information as long as the information is not damaging to yourself or others.

Article 14 You have the right to think and believe what you want and to practise your religion, as long as you are not stopping other people from enjoying their rights. Parents should guide children on these matters.

Article 15 You have the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16 You have the right to privacy. The law should protect you from attacks against your way of life, your good name, your family and your home.

Article 17 You have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that you can understand, and should not promote materials that could harm you.

Article 18 Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Article 19 Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.

Article 20 If you cannot be looked after by your own family, you must be looked after properly, by people who respect your religion, culture and language.

Article 21 If you are adopted, the first concern must be what is best for you. The same rules should apply whether the adoption takes place in the country where you were born or if you move to another country.

Article 22 If you are a child who has come into a country as a refugee, you should have the same rights as children born in that country.

Article 23 If you have a disability, you should receive special care and support so that you can live a full and independent life.

Article 24 You have the right to good quality health care and to clean water, nutritious food and a clean environment so that you can stay healthy. Rich countries should help poorer countries achieve this.



UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC)

Article 25 If you are looked after by your local authority rather than your parents, you should have your situation reviewed regularly.

Article 26 The government should provide extra money for the children of families in need.

Article 27 You have a right to a standard of living that is good enough to meet your physical and mental needs. The government should help families who cannot afford to provide this.

Article 28 You have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

Article 29 Education should develop your personality and talents to the full. It should encourage you to respect your parents, your own and other cultures.

Article 30 You have a right to learn and use the language and customs of your family whether or not these are shared by the majority of the people in the country where you live.

Article 31 You have a right to relax, play and join in a wide range of activities.

Article 32 The government should protect you from work that is dangerous or might harm your health or education.

Article 33 The government should provide ways of protecting you from dangerous drugs.

Article 34 The government should protect you from sexual abuse.

Article 35 The government should ensure that you are not abducted or sold.

Article 36 You should be protected from any activities that could harm your development.

Article 37 If you break the law, you should not be treated cruelly. You should not be put in a prison with adults and you should be able to keep in contact with your family.

Article 38 Governments should not allow children under 16 to join the army. In war zones, you should receive special protection.

Article 39 If you have been neglected or abused, you should receive special help to restore your self-respect.

Article 40 If you are accused of breaking the law, you should receive legal help. Prison sentences for children should only be used for the most serious offences.

Article 41 If the laws of a particular country protect you better than the articles of the Convention, then those laws should stay.

Article 42 The government should make the Convention known to all parents and children.

Articles 43-54 are about how adults and governments should work together to make sure all children get all their rights.



SUSTAINABLE DEVELOPMENT GOALS


1 NO POVERTY



2 NO HUNGER



3 GOOD HEALTH



4 QUALITY EDUCATION



5 GENDER EQUALITY



6 CLEAN WATER AND SANITATION



7 RENEWABLE ENERGY



8 GOOD JOBS AND ECONOMIC GROWTH



9 INNOVATION AND INFRASTRUCTURE



10 REDUCED INEQUALITIES



11 SUSTAINABLE CITIES AND COMMUNITIES



12 RESPONSIBLE CONSUMPTION



13 CLIMATE ACTION



14 LIFE BELOW WATER



15 LIFE ON LAND



16 JUSTICE



17 PARTNERSHIPS FOR THE GOALS




SUSTAINABLE DEVELOPMENT GOALS

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<p>Irish Red Cross Youth T: +353 1 642 4600 E: info@redcross.ie W: www.redcross.ie</p>	<p>Pavee Point Traveller & Roma Centre T: +353 1 878 0255 E: info@paveepoint.ie W: www.paveepoint.ie</p>	<p>UNICEF Ireland T: +353 1 878 3000 E: info@unicef.ie W: www.unicef.ie</p>
<p>Kerry One World Centre T: +353 66 718 1358 E: info@kade.ie W: www.kade.ie</p>	<p>Phoenix Youth Project T: +353 86 063 5195 E: info@phoenixyouthproject.com W: www.phoenixyouthproject.com</p>	<p>Voluntary Service International (VSI) T: +353 1 855 1011 E: info@vsi.ie W: www.vsi.ie</p>
<p>LASC – Latin America Solidarity Centre T: +353 1 676 0435 E: info@lasc.ie W: www.lasc.ie</p>	<p>Plan Ireland T: +353 1 659 9601 E: info@plan.ie W: www.plan.ie</p>	<p>Waterford One World Centre T: +353 51 873 064 E: info@waterfordoneworldcentre.com W: www.waterfordoneworldcentre.com</p>
<p>Léargas T: +353 1 887 1260 E: info@leargas.ie W: www.leargas.ie</p>	<p>SARI T: + 353 1 873 5077 E: info@sari.ie W: www.sari.ie</p>	<p>World Vision Ireland T: +353-1-498 0800 E: ireland@wvi.org W: www.worldvision.ie</p>
<p>Liberties College T: +353 1 454 0044 E: info@liberties.cdethb.ie W: www.libertiescollege.ie</p>	<p>Scouting Ireland T: +353 1 495 6300 E: questions@scouts.ie W: www.scouts.ie</p>	<p>Young Friends of the Earth T: +353 1 639 4652 E: youngfoe@foe.ie W: www.youngfoe.ie</p>
<p>Lourdes Youth and Community Services (LYCS) T: +353 1 836 3416 E: lycs@lycs.ie W: www.lycs.ie</p>	<p>Serve T: +353 91 781 231 Ext: 2043 W: www.serve.ie</p>	<p>Young Social Innovators T: +353 1 645 8030 W: www.youngsocialinnovators.org</p>
<p>Maynooth University T: +353 1 708 3743 E: appliedsocialstudies@nuim.ie W: www.maynoothuniversity.ie/applied-social-studies</p>	<p>Spun Out T: +353 1 675 3554 E: info@spunout.ie W: www.spunout.ie</p>	<p>Youth Work Ireland T: +353 1 858 4500 E: info@youthworkireland.ie W: www.youthworkireland.ie</p>
<p>Migrant Rights Centre Ireland T: +353 1 889 7570 E: info@mrci.ie W: www.mrci.ie</p>	<p>Stop Climate Chaos T: +353 1 639 4653 E: info@stopclimatechaos.ie W: www.stopclimatechaos.ie</p>	<p>YMCA Ireland Tel: +353 21 485 0015 E: ivan@ymca-ireland.net W: www.ymca-ireland.net</p>
<p>One Foundation T: +353 1 808 8800 E: info@onefoundation.ie W: www.onefoundation.ie</p>	<p>Tearfund T: +353 1 878 3200 E: enquiries@tearfund.ie W: www.tearfund.ie</p>	<p>80:20 Educating and Acting for a Better World T: +353 1 2860487 E: info@8020.ie W: www.8020.ie</p>
<p>OXFAM Ireland T: +353 1 672 7662 E: info@oxfamireland.org W: www.oxfamireland.org</p>	<p>Trócaire T: +353 1 629 3333 E: info@trocaire.ie W: www.trocaire.org</p>	<p>Irish Refugee Council T: +353 1 764 5854 E: info@irishrefugeecouncil.ie W: www.irishrefugeecouncil.ie</p>

We will protect the human rights and fundamental freedoms of all refugee and migrant children, regardless of their status, and giving primary consideration at all times to the best interests of the child. This will apply particularly to unaccompanied children and those separated from their families; we will refer their care to the relevant national child protection authorities and other relevant authorities. We will comply with our obligations under the Convention on the Rights of the Child. We will work to provide for basic health, education, and psychosocial development and for the registration of all births on our territories. We are determined to ensure that all children are in education within a few months of arrival, and we will prioritize budgetary provision to facilitate this, including support for host countries as required. We will strive to provide refugee and migrant children with a nurturing environment for the full realisation of their rights and capabilities

- New York Declaration for Refugees and Migrants, September 2016



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