

# D2IMIG

MIGRATIONS MOVE THE WORLD

Dialogue for Diversity, Inclusion and Migration  
and Improved learning opportunities for Grown ups

Teachers



Co-funded by  
the European Union



## What is the D2IMIG project?

It is an Erasmus+ KA2 project focusing on reducing stereotypes and prereceived ideas about migrants among European citizens. It includes the development and digitalisation of training modules for educators, journalists, and social workers.

D2IMIG stands for “Dialogue for Diversity, Inclusion and Migration and Improved learning opportunities for Grown ups”.

### Specific goals

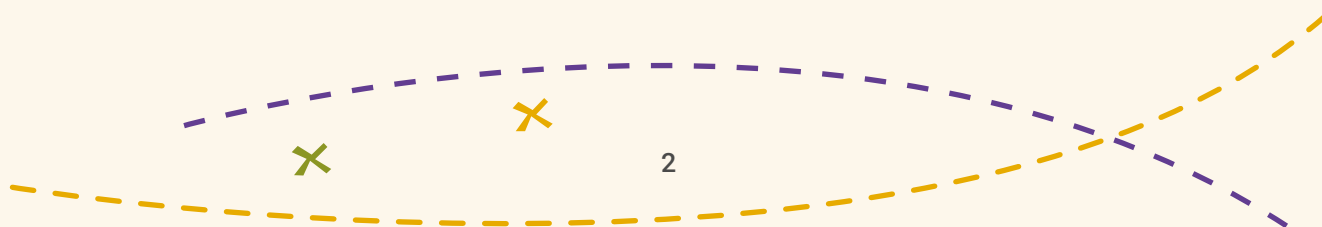
- Promoting interculturality
- Contrasting discrimination towards migrants
- Providing training
- Targeting key actors that can promote equality in media, school and society.

## Who are we?

The D2IMIG project includes four organisations from three different countries: France, Italy, and Spain. Together, we aim to provide quality training and motivational resources to you, that are easy and motivating to explore.

**GRDR:** The Grdr Migration-Citizenship-Development is a French international NGO, created in 1969. The Grdr is present in West Africa (Mali, Mauritania, Senegal, Guinea, Guinea-Bissau), in North Africa (Algeria, Tunisia) and in France (Branches in Montreuil in Seine-Saint-Denis and in Lille in the North) and in Europe. The Grdr develops its actions through a local approach reinforced by a local associative base, which support the field teams. Grdr has four areas of expertise: migratory pathways and human mobility, rural and urban development and natural resource management, socio- professionals integration and support for entrepreneurship, and the fight against discrimination

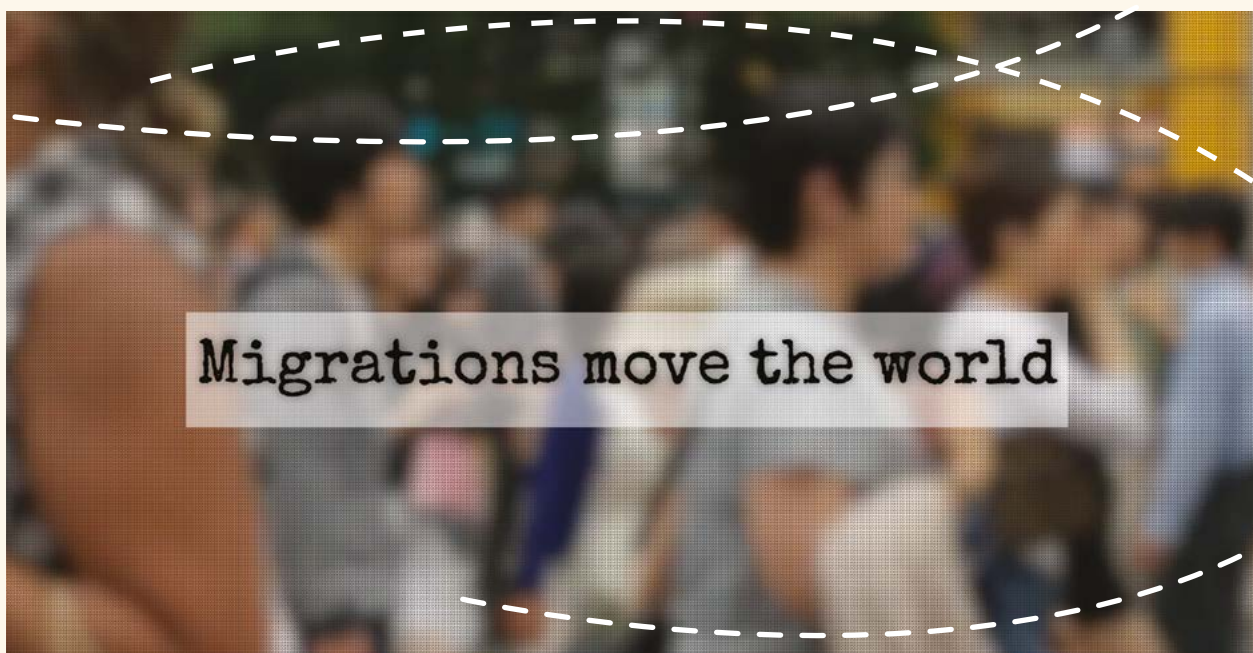
**Ligue de l’Enseignement du Nord:** La Ligue de l’Enseignement du Nord is a secular movement for popular education which is part of the national movement of la Ligue de l’Enseignement based in France. The organisation works mainly in 5 main areas: education and training, culture, holidays and educational leisure activities, sport for all and international solidarity. Created in 1924, the departmental federation works for the lifelong training and education of citizens and brings about social change. It gathers and supports 700 associations across the country and works with over 42.000 members who support the humanist, secular and fraternal project that the organisation has been pursuing since 1866. On a European level, the northern federation develops for many years projects around international solidarity, youth mobility and the inclusion of all people, particularly those from migrant backgrounds.





**COSPE:** COSPE was founded in 1983 as a nonprofit and secular association for international cooperation. COSPE operates in 23 countries on the side of local civil society and communities, committed as we are to social justice and peace, supporting marginalised and discriminated groups in their demands for social inclusion, human rights and democracy. In Italy and Europe, it promotes activities to prevent and contrast racism, discrimination and hate speech against migrants, minorities, refugees and asylum seekers and it develops intercultural activities, innovative educational tools, training courses and communication campaigns with an intersectional approach.

**Consultoría de Innovación Social:** The Consultoría de Innovación Social is located in the south of Spain and its main activity areas are employability, gender equality and international cooperation. It aims to promote changes in these areas by participating in innovative projects on a national and international level, thus also improving the exchange of best practices and learning from each other. To achieve this purpose, it develops and provides: Transnational and national training for groups. Certified seminars and courses for individuals. Collaborative workshops for specific targets. Counselling sessions on demand. Thus, its main goal is to create impact and sustainability by innovative approaches to solving existing social challenges and requirements.



Migrations move the world



## What is this booklet for?

To produce awareness-raising guides for education, media and social workers and combat stereotypes about migration. To enable professionals to transmit reasoned, dispassionate and informed discourse on migration.

This booklet is made of a general part addressing definitions and main data about migrations followed by a specific part for the professional fields of teaching // social work // media.

## Words of migration

When talking about migration, words tend to be mixed while many of them represent a different reality, with sometimes even a specific legal status. This confusion is also the basis of stereotypes and misconceptions as they tend to put all migrants in the same bag and essentialise the migration experience. Migrations are complex and diverse and cover a huge set of realities. Going back to terminology is a first step to produce a reasoned and informed discourse on migration.

“The limits of my language  
mean the limits of my world.”

(Wittgenstein, 1922)



The following is a [glossary](#) containing definition, data, images and infographics of words regarding migration.

The [goal](#) is to deconstruct misbeliefs that these words often carry with them.

More infos

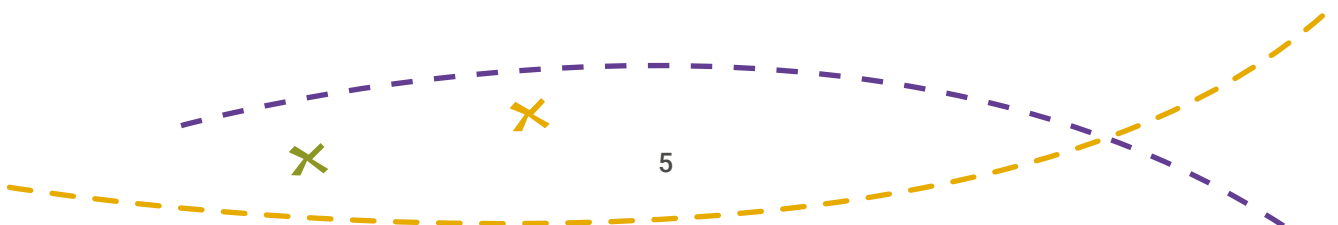
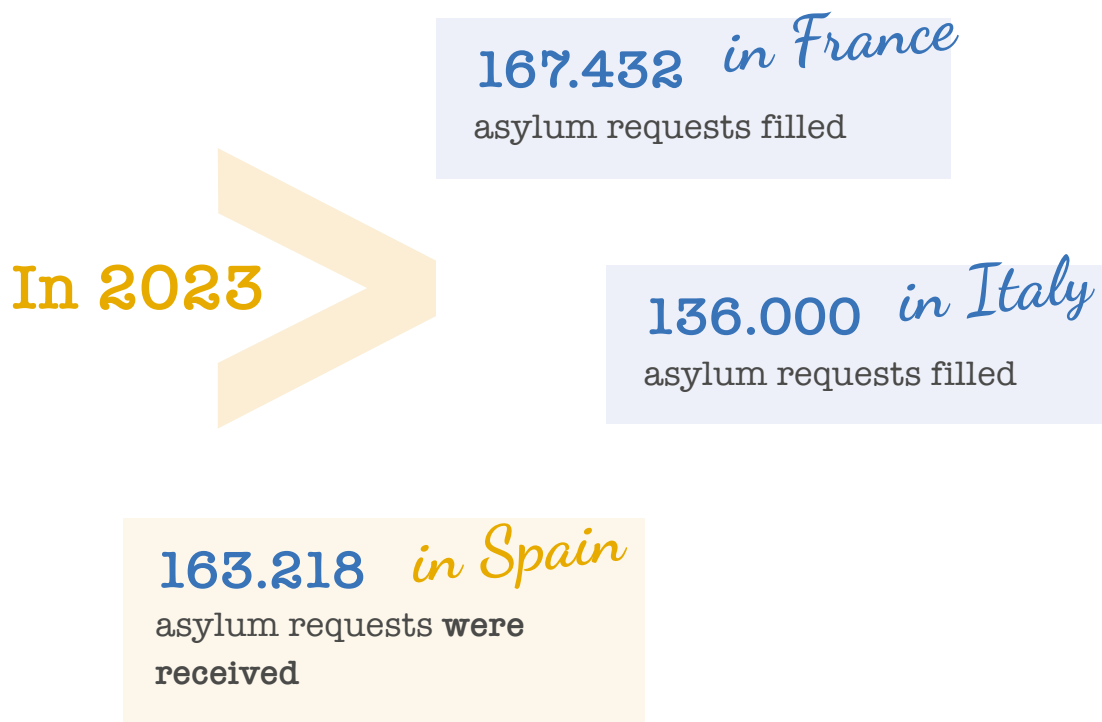




# Asylum seeker

> A person seeking asylum: a person who asks for international protection and who has applied to a country other than their own for reception and protection.

According to UNHCR, the UN Refugee Agency, 69% of refugees and other people in need of international protection lived in countries neighboring their countries of origin and 75% of refugees are hosted in developing countries.





# Displaced person

> According to the European Commission, a person forced or obliged to leave their home but who has not crossed an international border.

In the world, there are 75.9 million displaced people that can be displaced both because of conflict and violence (68.3 million in 2023) and disasters (7.7 million in 2023). The number of internally displaced people (IDPs) around the world reached 71.1 million as of the end of 2022, an increase of 20 per cent from the previous year, according to the Internal Displacement Monitoring Centre's flagship annual report. The five countries reporting the highest figures of Internal displacements in 2023: Sudan, Dem. Rep. Congo, Palestine, Myanmar, Ethiopia for conflicts and violence (p.9). China, Turkey, Philippines, Somalia and Bangladesh for disasters.

**69%**

hosted in neighbouring countries

69% of refugees and other people in need of international protection lived in countries neighbouring the countries of origin.

**75%**

hosted in low- and middle-income countries

low- and middle-income countries host 75% of the world's refugees and other people in need of international protection. The Least Developed Countries provide asylum to 20% of the total.

**7.900** *in France*

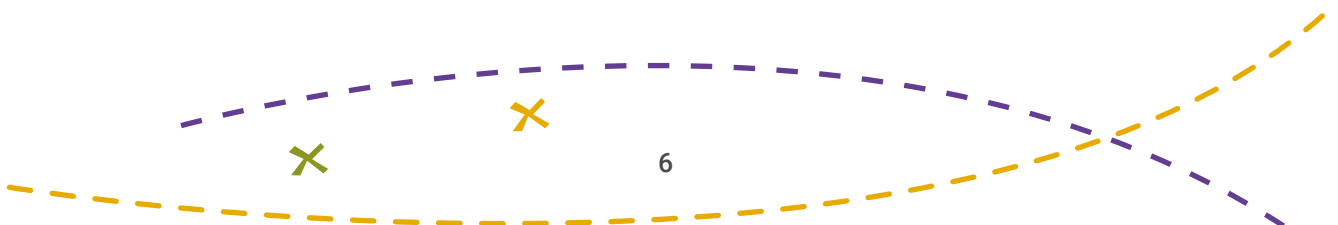
internally displaced people mostly because of storm and wildfire in **2023**

**189.000** *in Italy*

internal displacements took place mostly because of natural disaster events between **2008** and **2023**

**92.000** *in Spain*

the **cases resolved** by the Office for Asylum and Refugees in **2023**, additional to over 1000 cases of statelessness

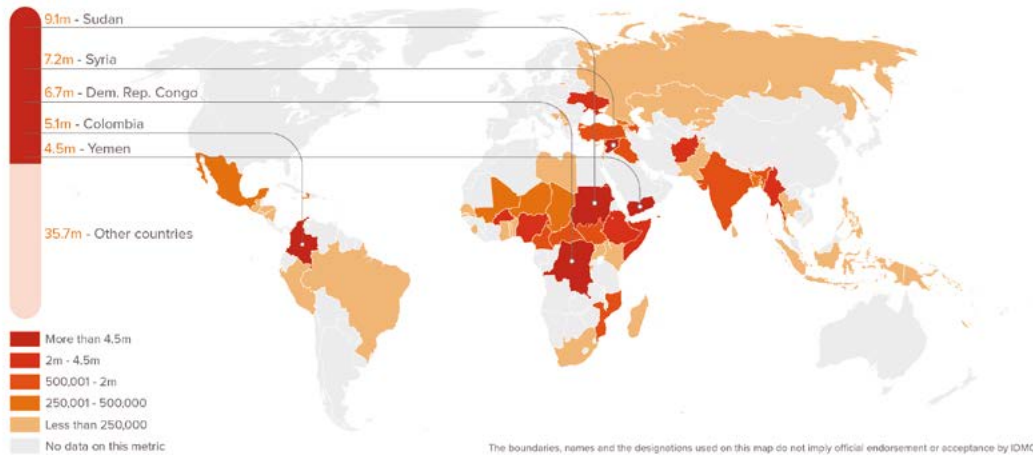






# Displaced

## Displaced by conflict and violence



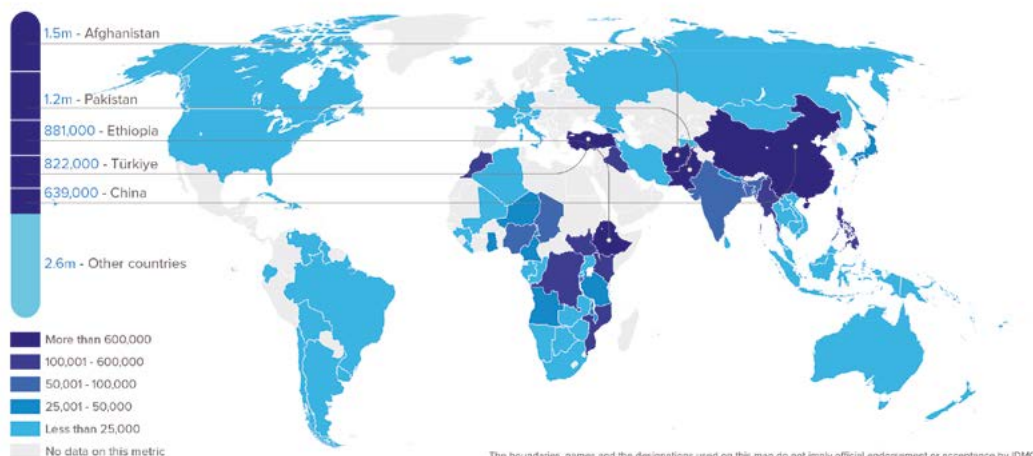
**68.3 million**

Internally displaced people as a result of conflict and violence in 66 countries and territories as of 31 December 2023

**↑ 9%**

Increase in the number of people internally displaced by conflict and violence since 2022

## Displaced by disasters



**7.7 million**

Internally displaced people as a result of disasters in 82 countries and territories as of 31 December 2023

**↓ -11%**

Decrease in the number of people internally displaced by disasters since 2022



# Emigrant

> From the point of view of the country of departure, a person who leaves their country of nationality to settle in another country.

There are **448.8 million** inhabitants living in the EU (2023):

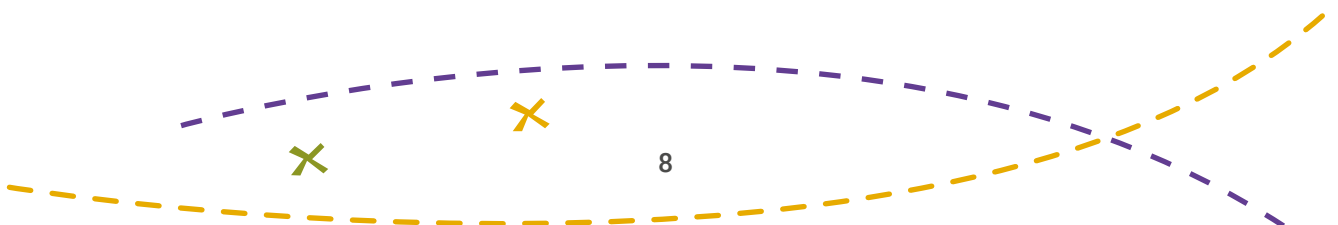
**27.3 million** are non-EU citizens (6% of EU's total population)

**42.4 million** people were born outside the EU (9% of all EU inhabitants)

**55.000** *in France*  
emigrated in **2021** (Source: Insee)

**1.423.000** *in Italy*  
internal transfers (+6.7%), over **318,000 immigrations** (+28.6%) and **158,000 emigrations** (-1%) in **2021**

**220.000** *in Spain*  
people emigrated Spain, 12.4% having always lived in Spain, the rest having resided abroad beforehand in 2022.







# Expatriate

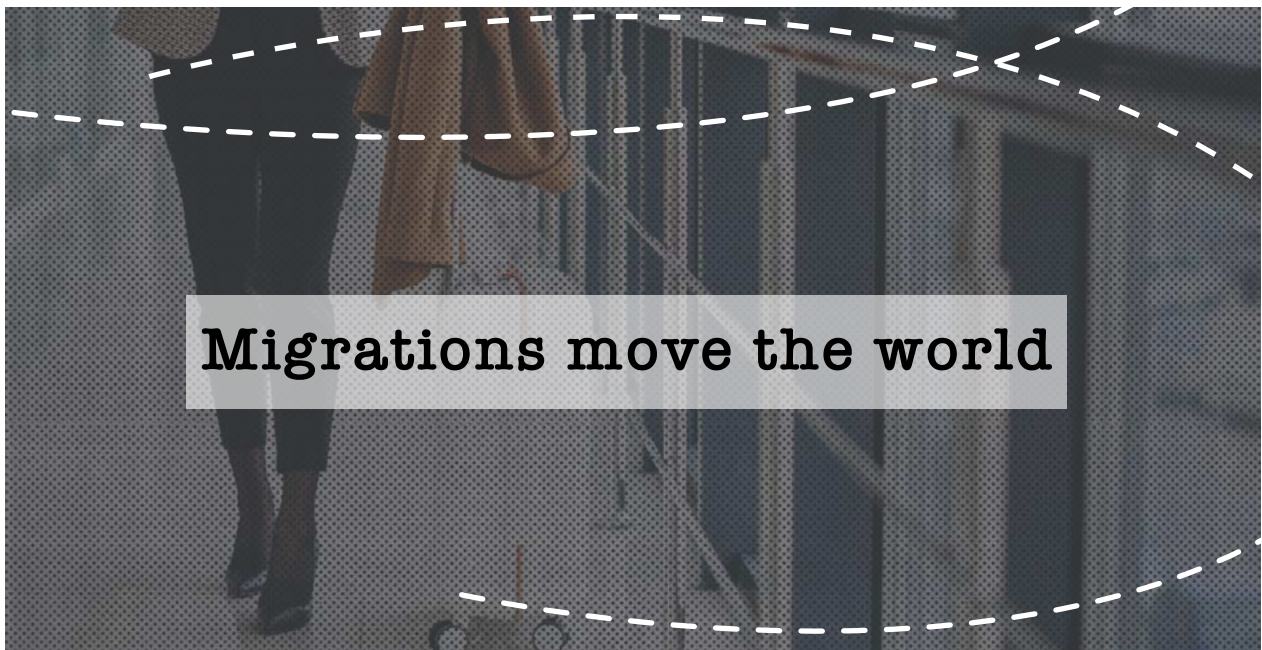


A person living in a country other than their own, often for work reasons.

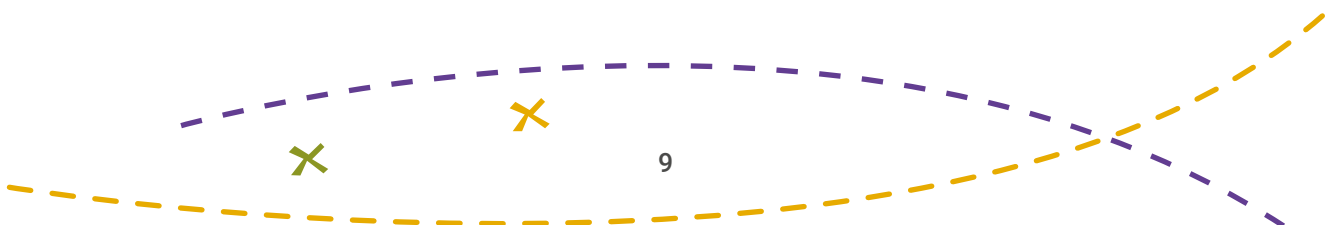
1.5 million people previously residing in one EU Member State migrated to another Member State in 2022, an increase of around 7% compared with 2021.

27.3 million people (6.1%) of the 448.8 million people living in the EU on 1 January 2023 were non-EU citizens.

The word “expatriate” is often used to designate migrants coming from developed countries, it builds up the divide between so-called “good” and “bad” migrants. Being a migrant coming from a rich country is often seen as something valuable, as brave and adventurous. A migrant coming from a poorer country is very rarely designated as expatriate except if this person is from the upper-class.



Migrations move the world





# Foreigner



A person who doesn't have the nationality of the State in which they live, either because they have another nationality (on an exclusive basis) or because they have none (such as stateless persons).

A foreigner is not necessarily a migrant because they can be born in a country with parents of a foreign nationality. Being a foreigner doesn't always last a lifetime because a foreigner can gain the country's nationality if they respect the said country's naturalisation criteria.

**5.3 MILLION** *in France*

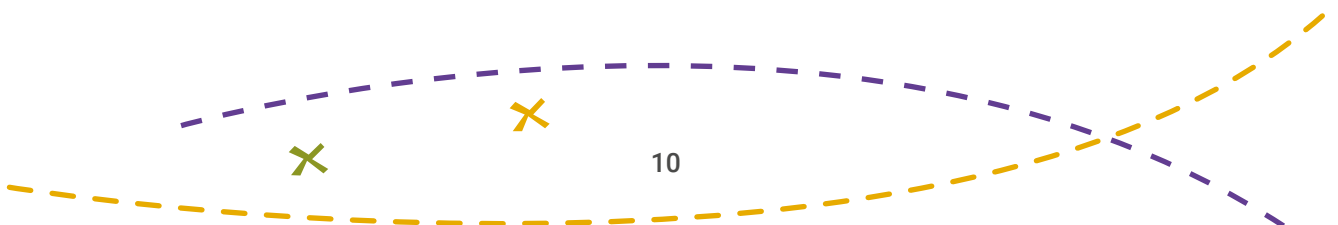
foreigners in France and 0.8 million  
non migrant foreigners in 2022

**5.05 MILLION** *in Italy*

the foreign population in 2023

**5.8 MILLION** *in Spain*

the foreign population in 2022





# Immigrant



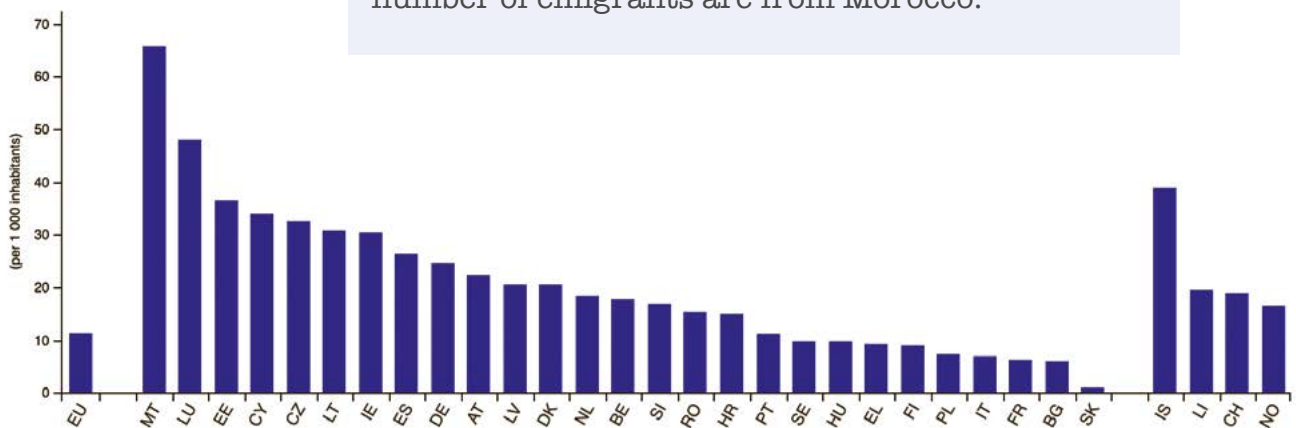
From the point of view of the country of arrival, a person who travels to a country other than their country of nationality or habitual residence.

**10,3%** *in France*  
of the population were immigrants  
(7 millions) in **2022**.

**8,5%** *in Italy*  
of the total number of residents were foreign citizens (5 millions) as of **1 January 2022**. Compared to the previous year, they decreased by 141,000 (-2.7%), of which about 41,000 are to be attributed to the negative natural and migratory balance and another 100,000 not counted in 2021.

**11,7%** *in Spain*  
of the total Spanish population were of a foreign nationality (5.5 millions) in **2022**. The highest number of emigrants are from Morocco.

Immigrants, 2022





# Migrant

> Any person who lives temporarily or permanently in a country in which he or she was not born and who has acquired significant social ties with that country. [UNESCO definition]

In 2022, in the world there were 281 million international migrants in the world. In Europe, 4 million immigrants had entered the EU (336 000 in France, 318 000 in Italy, 887 000 in Spain). In Europe, the distribution of female and male migrants is about equal across both the top 10 countries of destination and origin. Unlike Africa and Asia – where most countries have slightly higher shares of male than female migrants – in Europe there are more countries with slightly higher shares of female than male migrants (in both the top destination and origin countries).

**50,6%**

*in France*

of the immigrant population are women. (Insee)

**50,9%**

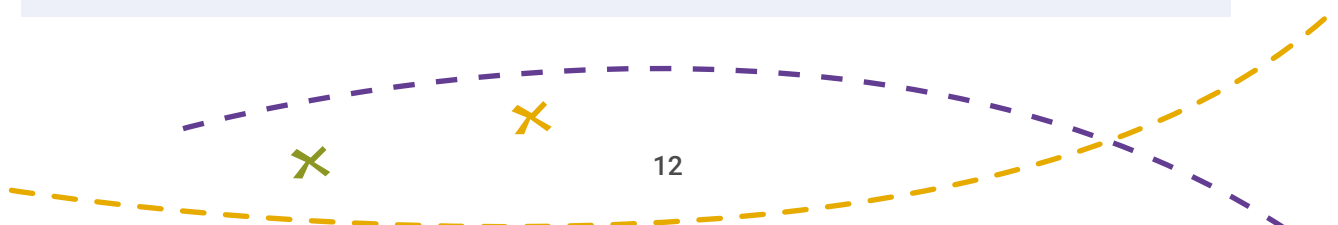
*in Italy*

is the percentage of women migrants living in Italy, almost 9% of the entire female population.

**46-48.5%**

*in Spain*

is the percentage of women migrants living in Spain between 2020 and 2023. The number has been steadily rising each year since 2001, with an increase of female immigrants with over 400% since then. Most migrations are intra-continental. When migrations are classified between rich (North) and poorer (South) countries, the biggest proportion of the flows stands for South to South migrations, which represent 38% of the flows. The flows that are more mediated (South to North) only represent 35% of the global migration flows.





# Refugee



The Geneva Convention of 28 July 1951 defines a refugee as a person who has a “well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion” if they return to their country. A refugee is therefore someone who has applied for asylum in a foreign country and has been recognised as a refugee.

Worldwide, they are 36,4 million in 2023. They are protected by international law from the possible persecutions that could have occurred in their country of origin. They have the same basic rights as the national citizens (except some particular rights such as voting or accessing to national work positions). They have a right to a 10-year residence permit if they don't go back to their country of origin.

**32.630**

*in France*

refugees have obtained the status in 2022.

**296.000**

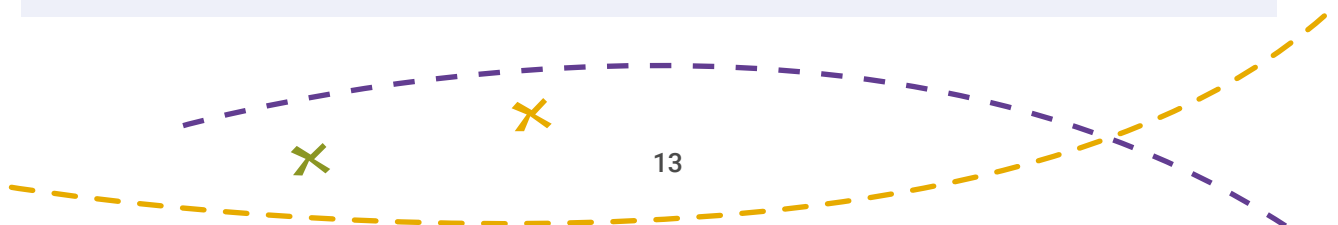
*in Italy*

refugees hosted in 2022. Since 1998, the number of refugees in Italy experienced an increase. This figure only refers to the total number of people whose refugee status has been recognized.

**92.000**

*in Spain*

of the already opened and newly opened applications were resolved. In 2023, the Asylum and Refugee Office in Spain received over 163,000 refugee and asylum applications. This is a 37% increase from 2022, and the highest number since 1992.





# Stateless person



A person who has no homeland and therefore no legal nationality.

Statelessness affects over 500,000 people living in Europe. Statelessness occurs for a variety of reasons including discrimination against minority groups, state succession, gaps or conflicts in nationality laws, and deliberate policies to deny or strip people of nationality. One of the UNHCR missions is to erase statelessness. In the world 4.3 million there are stateless people.

1.716

*in France*

stateless people recorded by The OFPRA in France (as of 1 January 2022).

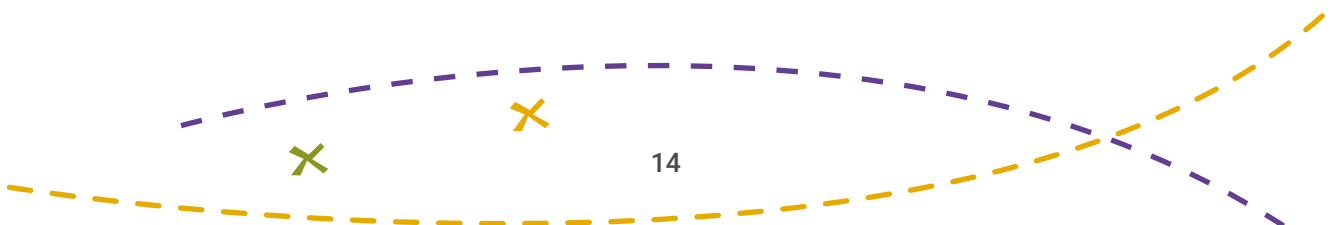
609

*in Italy*

stateless people recorded by Istituto Nazionale di Statistica (ISTAT) in Italy (as of 1 January 2022).

*in Spain*

Spain has rules in place which try to prevent and reduce statelessness with children born on Spanish territory automatically being eligible for Spanish citizenship, with children of refugees without permanent residence, able to receive citizenship after one year residence in Spain.







# Unaccompanied minor

> A minor who arrives on the territory of an EU Member unaccompanied by the adult responsible for them by law or by the practice of the EU Member State concerned, and for as long as they are not effectively taken into the care of such a person or who is left unaccompanied after they have entered the territory of the EU Member State.

In 2022, unaccompanied minors across the EU accounted for 19% of the total number of first-time asylum applicants. Juvenile migrants coming to Europe from countries in West Africa and the Horn of Africa are mostly boys, aged 16 to 17 and traveling alone. Applications for international protection for the period May 2022 to April 2023 have been approaching levels that resemble 2015-2016 figures, the period that saw a peak in migration triggered primarily by the war in Syria, reported the European Agency for Asylum recently. The migration of unaccompanied minors is also increasing. Unaccompanied Minors' rights are under the protection of the International Convention of Children's Rights (that is above all State or EU legislation). For example, the "Article 2: All rights apply to every child without exception. The State has an obligation to protect children against all forms of discrimination and to take positive measures to promote respect for their rights. All children have a right to housing, state protection, right to live in dignity and a right to education." **Unaccompanied Foreign Minors (UFM)** have the right to apply for asylum.

**11.315** *in France*

UFM recognised and placed in 2021 (95% boys).

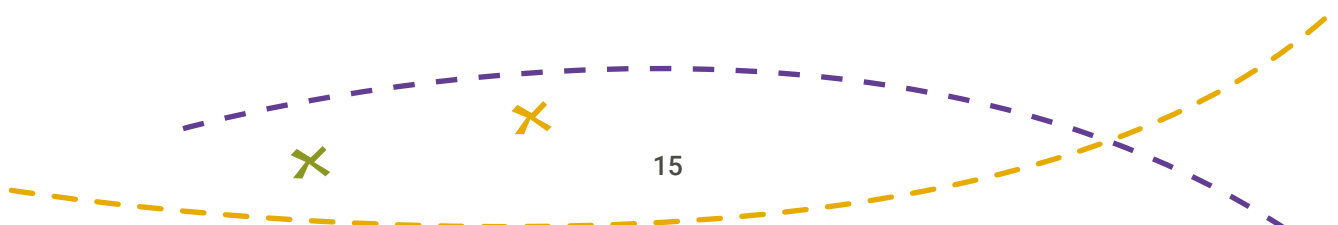
**15.595** *in Italy*

UFM as of 30 June 2022 (an increase of 99.9%).

**11.000**

*in Spain*

UFM reported in 2022, which is over 3 times the number of the years before (3000 unaccompanied minors as refugees in 2020).





# Undocumented migrant



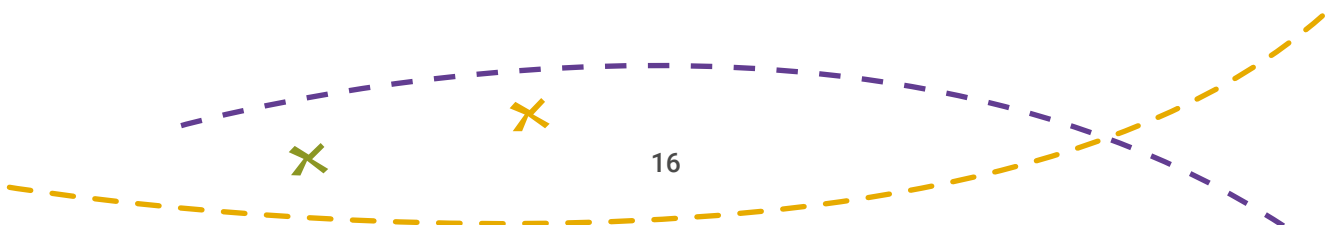
A foreign person who doesn't have a valid residence permit for the territory in which they are present.

In 2022, 143 000 non-EU citizens were refused entry into the EU at one of its external borders. Of these, 62% were stopped at external land borders, 34% at air borders and 4% at sea borders. Differently from what media often represent, people who are blocked by the borders aren't necessarily undocumented migrants. Among them there can be potential refugees (the Geneva Convention actually allows refugees to cross illegally), people who might obtain a residence permit etc. On the contrary, some people can be undocumented and have crossed the borders regularly (for example with a short-term visa). The words that describe the people who fall into the category of "Undocumented migrant" (clandestine, illegal migrants) have often negative connotations. Nevertheless no one can be illegal (only actions can be). And, even if undocumented migrants can end up without documents for many various reasons (rejection of the refugee status even though the person can flee a war zone, rejection of residence permit, etc.) they still have vital rights and often end up contributing to the local economy and society.

*France:* The law on immigrants has been complexified over the years (22 laws voted since 1990 on immigration and asylum). With the restriction of the length of residence permits and the criteria to have them (the length used to be several years but now, it is more and more 1 year, which puts foreigners constantly in the stress of the renewal. Prefectures are often late in the treatment of the files, which are more and more consistent because of more and more restrictions and it can put people who have legally the right to reside in an irregular administrative status. There is also a discrepancy between the way prefectures deal with one file (a same file can be treated differently according to the district they are in - for example, some prefectures ask for documents that are not enumerated in the law).

*Italy:* The latest estimates calculated by ISMU show a moderate growth of the foreign population living in Italy: as of March, 1st 2023, it has reached more than 6 millions individuals in 2022, 88,000 more than in 2021. On the contrary, the number of undocumented people has decreased, standing at 506,000, as opposed to 519,000 estimated in the previous year (-2.5%).

*Spain:* The Spanish Arraigo Social allows migrants, even if the arrival in Spain was illegal, under special circumstances to apply for temporary residence status after 3 to 5 years.





# Teachers

In this section you will find materials, references and resources meaning to support teachers in dealing with migrant students, colleagues and families beyond stereotypes and misconceptions.

The main question this section wants to answer is **how does education deal with migration?**

Starting from the European and International Human Rights Law, you will find more about the access to education for migrant people and you will also discover the differences between the 3 countries:

- France
- Italy
- Spain

*Looking for tools?*





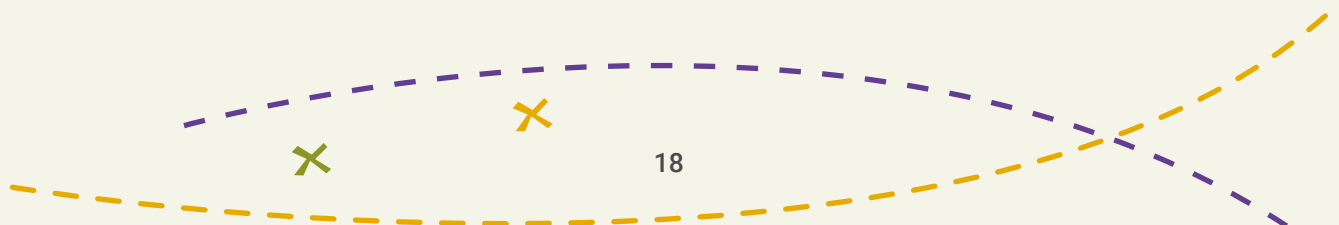
# Children's rights, migration, education and SDGS

## Convention on the Rights of the Child:

- **Article 2:** All rights apply to every child without exception. The State has an obligation to protect children against all forms of discrimination and to take positive measures to promote respect for their rights.
- **Article 28:** The child has the right to education and the State has the obligation to make primary education compulsory and free, to encourage the organisation of different forms of secondary education accessible to every child and to ensure access to higher education for all, on the basis of individual capacity. School discipline must respect the rights and dignity of the child. To ensure that this right is respected, States resort to international cooperation.
- **Article 29:** Education shall be directed to the development of the child's personality, talents and mental and physical abilities to their fullest potential. It shall prepare the child for an active adult life in a free society and foster in them respect for their parents, for their own identity, language and cultural values, and for the culture and values of others.

## Universal Declaration of Human Rights:

- **Article 13:**
  - Everyone has the right to freedom of movement and residence within the borders of each State.
  - Everyone has the right to leave any country, including his own, and to return to his country.
- **Article 26:**
  - Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.





- Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- Parents have a prior right to choose the kind of education that shall be given to their children.

## Charter of the fundamental rights of the European Union:

### ● Article 14: Right to education

- Everyone has the right to education and to have access to vocational and continuing training.
- This right includes the possibility to receive free compulsory education.

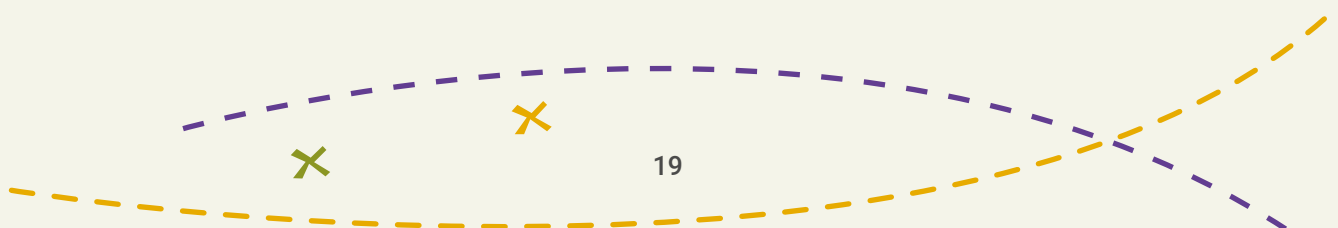
## Sustainable Development Goals for 2030:

- **SDG 4:** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- **SDG 10:** Reduce inequality within and among countries

**FRANCE:** In France, education is compulsory for all children, French and foreign, whether legally resident or not, from the age of 3 until the age of 16.

**SPAIN:** In Spain, compulsory education ranges from age 6 to 16. Nursery, age 0 to 3, and preschool or kindergarden, age 4 to 6, are optional. Nurseries are privately funded where the parents have to pay the costs but preschool/ kindergarden are funded by the state and free of charge.

**ITALY:** In Italy, compulsory education lasts 10 years, from age 6 to 16, and includes the eight years of the first cycle of education and the first two years of the second cycle. Foreign minors present in the national territory have the right to education regardless of the regularity of their residence status, in the form and manner provided for Italian citizens.



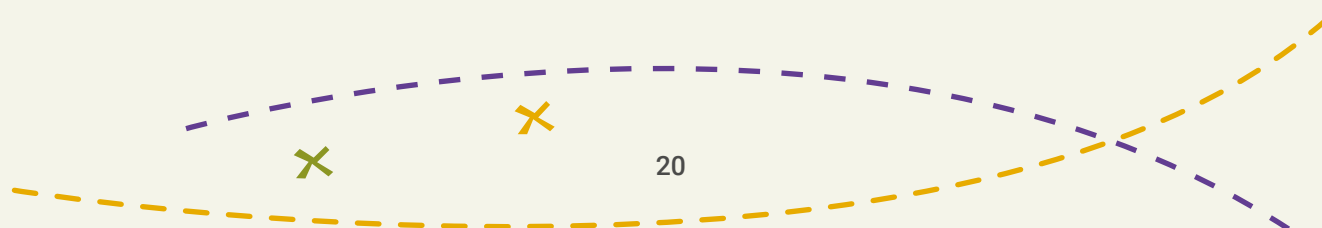


# Why and how to talk about migration

Migration is a complex subject. Everyone has preconceived ideas and can be influenced by the media, the political context and so on. It is not easy to understand the subject, to master its ins and outs, let alone teach or talk about it in class. First and foremost, it is important to remember that school curricula, proposals for implementing these curricula and the various school textbooks are not neutral. The choice of themes and subjects also reflects the social context, political ideas and vision of society that we want to give our pupils.

First of all, we must not forget that migration is a historical phenomenon, and is even inherent to the history of humanity: it has enabled the Earth to be populated. The way in which migration issues are dealt with often reflects a very Eurocentric vision, with no consideration of the responsibility of the countries of the North, the European Union or the role of colonisation in the history of migration, both past and present. It is therefore particularly important to always put things in context, and even more so when it comes to figures. Indeed, when talking about migration, we often get into the habit of using only absolute figures. But it is important to talk in relative figures, to express the facts in concrete terms and above all to avoid sensationalism. It is also essential to be careful about the choice of words and vocabulary when talking about migration and migrant people: the lexical field of water (wave, submersion, overflowing...) or quantitative adjectives that may have negative connotations in the case of migration (considerable, large...) should be avoided. On the contrary, using legal, administrative or sociological terms, such as those seen in the “Words of migration” module, enables us to talk about migration and migrant people in an appropriate way.

Proposing new narratives, different from those used in the media for example, choosing to raise this issue in lessons other than history-geography, in language lessons, in the arts or in a cross-curricular way, or proposing school trips, all help to ensure a better understanding of the facts and issues, and to change the way we look at migration. All this work will help to tackle stereotypes and prejudices, both about migration itself and about migrants and people of immigrant background, particularly in the current political and media context. Lastly, it will help to develop empathy among pupils, combat racism and discrimination and better integrate migrant pupils or pupils from a migrant background into the classroom.







# Welcoming migrant children and their families in school

## Checklist: Welcome/set up on arrival

- introduce the bilingual welcome booklets available on Eduscol to explain school to the child and their family (as it is done in France)
- check that the student has been assessed by a UPE2A teacher (as it is done in France)
- organise an interview with the parents and the child to get more information, in a climate of trust
- set up a welcome protocol in collaboration with local associations
- show the child and their family around the school and classroom areas
- present the teaching materials that will be used for the various activities
- set up a notebook/picture book with concepts and vocabulary
- provide tools for easy expression (flashcards, etc.)
- introduce the people working at the school (teaching and administrative staff, school psychologist, etc.) and explain their role
- appoint an allophone family point of contact
- set up tutoring/mentoring between students, encourage peer learning, with a tutoring charter
- adapt the timetable, encourage non-verbal disciplines
- adapting learning methods (particularly with regard to digital access and resources at home)
- put up clear signage in the classroom and throughout the school





## To do/to take into account throughout the year

- give meaning to school and learning
- seek to understand the child's motivations and goals
- adapt posture and forms of communication
- build on the student's previous achievements
- the importance of oral expression, for lessons and to communicate with the family
- use a player-recorder for certain activities (poetry, etc.)
- divide lessons into short sequences
- authorise the annotation of materials in the native language
- reduce or individualise assessments to limit the amount of writing involved
- organise social events (after school snacks, intercultural days)
- pass books and games back and forth between home and school
- pay attention to inclusion within the group
- allow time to adapt, observe, memorise and understand
- to value and support the child's attempts and efforts to learn a new language





# Resources

## France:

**Ressources pédagogiques du Musée de l'histoire de l'immigration :**

<https://www.palais-portedoree.fr/enseignant>

CASNAV des différentes académies, accueil et inclusion des EANA

**Ressources pour l'accueil et la scolarisation des élèves allophones nouvellement arrivés (EANA) sur Eduscol :**

<https://eduscol.education.fr/1191/ressources-pour-l-accueil-et-la-scolarisation-des-eleves-allophones-nouvellement-arrivees-eana>

Formations en libre accès sur M@gistère

**Site Les migrations font bouger le monde :**

<https://lesmigrationsfontbougerlemonde.com/>

**Site de l'INED :**

<https://www.ined.fr/fr/enseignants/>

## Italy:

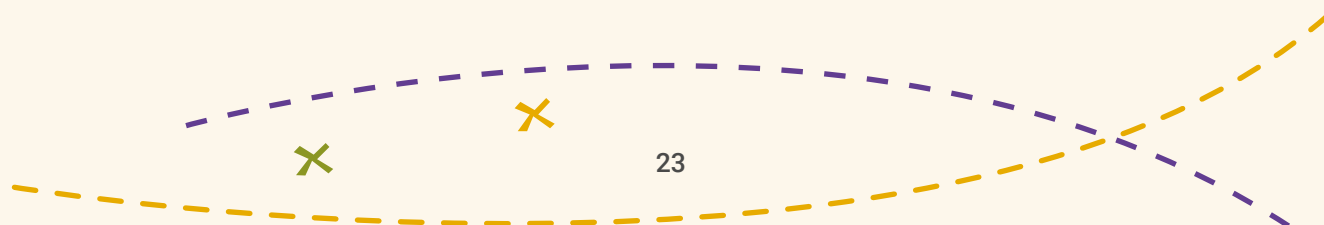
**Effetto farfalla project**, aimed to strengthen positive attitudes in young people aged 11 to 19 to fight discrimination and promote respect for all diversity.

**GenerAzione2030 project**, aimed to strengthen the skills and capacities of teachers and educators in order to promote and implement the objectives of the 2030 Agenda of the beneficiaries involved.

## Spain:

**Solidaridad San Juan de Dios** released a guide with activities and exercises, supporting active listening and addressing the topic of migration with students

Funded by the Spanish government, **Procomún** is a platform of open and public educational materials which have content on how to address sensitive topics, e.g. migration, gender stereotypes and more.





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