

## Ragazzi in Movimento

"The world is a book and those who do not travel read only one page."

Saint Augustine

Welcome to "Ragazzi in Movimento" (Youth in Movement), an educational exchange project between Italy and Bosnia Herzegovina. The introduction begins on the educational social network, Oxfam Edu with an activity called "Let's get to know each other." In this phase we ask the students to explore and get familiar with Oxfam Edu and to introduce themselves to the others.

**Activity:** introducing students to the concept of free movement of people.

- The teacher starts the first activity by asking the students to think about and say a place they would like to visit and why. After hearing a handful of the students' replies, the teacher adds another question: why do people leave the place they are from/the place they live? Their town/city/country? Brainstorming on the board. (Students can write the places which they would like to visit and what comes out of the brainstorming in the activity *Why do we move to new places?* which can be found on Oxfam Edu.
- The teacher shows the class the power point *people on the move*, which can be found amongst the learning resources of the Ragazzi in Movimento project on the educational social network, Oxfam Edu. This power point shows different images (both positive and negative) to stimulate a deeper reflection about why people move (young people move to study, school trips, tourism, bands on international tours, heads of state and religious leaders who meet, pilgrims, war and environmental refugees, film directors and actors shooting a film, people looking for/changing jobs, football players who change teams, cultural events. The last photo slide is a world map of the worlds' population density and distribution. The teacher asks the students to express their first impressions regarding the images. How are they connected? What key words and concepts emerge from a group discussion? The map shows the distribution of people in the world. What are the students thoughts about this? Why do people live in certain areas and not in others? Are there "push and pull factors", which push people away from a place and/or pull people to a place? In the past, which people, populations were free to move and which were not? And today? Are we all free to move as we want? With another colour the teacher adds any other words/concepts, reasons and ideas with regards to why people move on the

previous brainstorming. The teacher focuses on the concept which has emerged regarding the push and pull factors. In the file documents Pull Factors and Push Factors which can be found amongst the learning resources in the Ragazzi in Movimento project in Oxfam Edu, there are two pages "pull factors" and "push factors". Each file is divided into 4 areas: social reasons, political reasons, economic reasons, environmental reasons. The class is divided into small groups and each group can download the two files. Each group can then discuss together and agree on three social push factors, writing them in the given space (remembering to save the file, perhaps adding the students names in order to distinguish the files). The students are asked to image themselves as people who have to migrate (eg. I feel discriminated). The same is then done for three political reasons (eg. there's a war which I have to flee from, my country does not recognise me as a citizen, etc.); three economic reasons (eg. there's no work, the cost of living is too high) and three environmental reasons (eg. there's a natural disaster, there's too much pollution). The teacher reminds the students to save their file once they have finished. The groups then discuss together and agree on three social pull factors, writing them on the other file (pull factors). Once again the students are asked to image themselves as people who have to migrate (eg. there is freedom of speech, social equality; three political reasons (eg. there is a fair legal system, my human rights are respected); three economic reasons (eg. the country is more developed) and three environmental reasons (eg. there is less disease, there is a more stable climate). All the groups are reminded to save their files (giving them a personalised file name) and when all the groups have finished, each group uploads their files as attachments in Oxfam Edu in the *reasons people migrate* activity so that everyone can see their work and that they can see what the other students have written.

- Group feedback: each group presents their files to the other groups in their class, explaining where necessary the reasons for what they wrote. This is the basis of a class discussion which can follow, guided by the teacher. One concluding question which the teacher could ask the students during the class debate: what links are there between population density and distribution and migration flows in the world today?

- **Going deeper:** here is an activity which explores the main legal norms regarding the right to freedom of movement as well as a glimpse of where this legislation is still very limited. The teacher shows and discusses the power points available amongst the learning resources which can be found in Oxfam Edu. There is a presentation on the Italian context which is called *leggi sulla libertà di movimento delle persone* and one on the Bosnian context called *laws on the right to movement in B&H*.
- **Activity** to broaden students knowledge regards legislation of the right to movement. Quiz style questions to be asked by the teacher. Students can work and answer in pairs:

Questions:

**1) What is needed (in terms of documents to be shown) for a young Italian to travel to Scotland on a school trip?**

Identity card or passport which is valid for at least six months.

**2) What does a Bosnian citizen need if he/she wants to travel on holiday to Italy?**

Bosnian citizens who want to travel in EU countries (as part of the Schengen Agreement; Italy is one of signatory county) must have biometric passport as well as between €35-79 for the everyday spent in EU countries. Border Service may require proof of funds or information concerning the citizens' address during their stay.

**3) What is needed (in terms of documents to be shown) for a young person who is born and brought up in Italy by foreign parents to travel to Scotland on a school trip?**

A passport valid for at least six months issued by the embassy of the parents' country of origin. In order to have this passport, the parents have to communicate the child's birth in Italy to their country of origin through the consulate. They also need to have a copy of their parents' "permesso di soggiorno" a documents which permits foreigners to stay in Italy if all their documents are in order, they have a job and a house.

**4) What does a boy/girl who is born in B&H and has two foreign parents need (in terms of official documents) if he/she wants to go on a school trip to Italy?**

Every boy/girl born in B&H which parents are foreign must have passport if she/her wants to go abroad. The parents must go to Embassy and apply for passport; after they get the passport of parent's homeland they have the same rights as B&H children.

**5) What does an English citizen need if he/she wants to go to work in America?** A visa (for temporary workers). In order to have this visa, the following documents are needed:

- Visa payment receipt (\$45), available at any branch of BNL, which is not reimbursable.
- Visa request form **DS-156** e **DS-157** (if requested).
- Passport valid for at least six months.
- Non digital passport photos taken in the last six months.
- An original copy of the **I-797** form, which is issued by the U.S.A. immigration office.

**6) What does an Australian citizen need if he/she wants to go on holiday to France?**

A passport which is valid for at least six months and which must be stamped as soon as the person enters the Schengen zone (Italy, like France is part of the Schengen zone) if the person stays for less than 90 days. A specific visa plus a passport valid for at least six months for stays longer than 90 days.

**7) What does a Finnish citizen need if he/she wants to study in Italy?**

A passport valid for at least six months, an original copy of secondary school exam results which have been carried out with after at least 12 years of schooling, or another certificate which is line with legal requirements or a diploma issued by Helsingin Suomalainen Yhteiskoulu, Helsinki (Finland); a certificate to show that the student is fit to study issued by a University in their country of origin.

**8) What does a Nigerian citizen need if he/she wants to study in South Africa?**

A passport which is valid for at least 6 months, permission to study, an acceptance letter from the University where he/she will study, a copy of educational certificates which have to be certified and converted to the standards of the "South African Qualifications Authority SAQA".

**9) What does a Bosnian citizen need (in terms of official documents) if he/she wants to study in a Canadian University?**

A Permanent Study Visa. In order to get this the following documents are required:

- Application for Permanent Study Visa with basic information;
- Letter of acceptance from educational institution where you intend to study;
- Proof of financial support for the duration of your studies in Canada;
- Payments: \$125 application processing plus \$85 biometric processing
- and Passport

B&H does not have a Canadian Embassy, so everything is processed through the Canadian Embassy in Vienna. They have a very well organized web site so every B&H citizen who wants to study in Canada can apply online, send their documents and wait for an answer.

<http://www.cic.gc.ca/english/information/applications/student.asp>

- Debriefing - the teacher gives the students the answers (explaining where necessary what a passport, visa, etc are) and stimulates an open discussion based on the following concepts: are we free to move where we want when we want? Should we be free to do so? The class/group can share their answers and ideas on Oxfam Edu in the activity called *Are we free to move where we want when we want?*
- **Video activity:** Each class/group is invited to take a photo or make a video which lasts for a max of 30 seconds which represents the right to freedom of

movement. The photos and videos can be uploaded onto Oxfam Edu in the activity called *Video and photos for free movement of people*. Students are encouraged to be as creative as possible. The only requirement is that the entire class/group is involved.

- **Taking sides activity:** an introduction to migration today.

The teacher creates a suitable space in the classroom and sticks two cards to opposite walls. On one card there is written the word True and on the other False. The teacher then explains to the students how the activity works: to begin with all students stand in the middle between the two cards. After having heard the teacher say the first sentence (see annex below for the sentences) each student should take a side, either under the True card if they feel the sentence is true, or under the False card. It's important for the teacher to give the students the opportunity to justify their choice as well as the freedom to change their minds, hence moving from one side of the room to the other.

The thoughts and ideas which come up during this activity can be written up on Oxfam Edu, in the activity called *The truth about migration today*.

- **Final activities: what has changed?**

The Italian teacher shows the class photos which accompany the song "Ritals" by Gian Maria Testa [http://www.youtube.com/watch?v=yaIrRC\\_4zaw](http://www.youtube.com/watch?v=yaIrRC_4zaw). (see annex for the song lyrics). The teacher in Bosnia, can find and show similar photos and or videos which show people in B&H migrating (perhaps also to America) in the past. The teacher then starts a discussion in class, asking questions such as: what are the similarities and differences between migration in the past and today? What surprises you? What doesn't surprise you? Do people in Italy and B&H migrate today? How are Italians and Bosnians who migrate treated today? How do we treat immigrants who arrive in Italy, in B&H, in Europe? Where does the majority of info come from which tells us about immigrants who arrive in our countries? What role does the mass media and politics play? What is the make up of the migrant population in your class/group, school, town, country? When did the migrants arrive? What problems do they face? What help is there for them to integrate in society?

The teacher continues this debate with further questions such as: what are the consequences of migration in Italy/B&H and for other countries? How to migrants

change the place where they go to (and are changed by it)? How has America improved thanks to the presence of Italians and Bosnians (and other Europeans)? How has your country changed thanks to the presence of migrants?

The outcomes of this discussion can be written up and shared on Oxfam Edu in the activity called *What changes with migration and how?*

To conclude, the teacher shifts the focus of the discussion and asks the students what they can do to promote freedom of movement as individuals, as society, as a class, school, etc?

Students are invited to think of and propose their ideas with the other students by posting them on Oxfam Edu in the "add your idea" feature.

Annex: True or False activity.

- 1) The percentage of foreigners in Italy is 24% of the total population.  
False: According to [Istat](#) figures (the national institute of statistics), on the 1st January 2013, the percentage of foreigners living in Italy was 7.4% of the total population.
- 2) The percentage of foreigners in Tuscany is higher than the national average.  
True: there are 364,152 foreign people living in Tuscany, which has a total population of 3,749,813 (according to Istat)
- 3) The number of Italians living abroad is the same as the number of immigrants in Italy.  
True: according to AIRE (The Italian Home Office Statistics) and Istat figures on the 1st January 2013\*, there are 4,341,156 Italians living outside of the country and 4,387,721 foreign people living in Italy. \* Taken from the "[Rapporto Migrantes](#)" 2013.
- 4) The percentage of foreigners in Bosnia and Herzegovina is 10% of the total population.  
False: According to the records of the [Service for Foreigners' Affairs of Bosnia and Herzegovina](#) there are 10,490 foreign nationals, 8,143 have temporary residence whilst others have permanent residence. Since, total population of B&H is 3,791,66 the total percentage of foreigners is 0,27%.
- 5) When you travel outside of B&H, you do not need a visa to any country.  
False: You do not need a visa only for the two border countries Montenegro and Serbia and EU countries who signed the Shengen Agreement.
- 6) When you are traveling from B&H to other border countries, you must have a passport.  
False: Only for Croatia, because Croatia is a member of the EU. In order to enter Montenegro and Serbia you must have an ID – personal card.
- 7) In Bosnia and Herzegovina, when you move through entities and cantons you only need to have an ID – personal card.  
True
- 8) In B&H minors (people under the age of 18) cannot move after midnight by themselves.  
True: only with the person who is older than 18.
- 9) A child under 15 can move outside of B&H without parents.  
True: A child under 15 can move with two parents, or with written parents' approval.



- 10) A refugee is a person who has been forced to leave his or her native place, but stay in own country.

False: A [refugee](#) is a person who is outside his or her country of origin or habitual residence because they have suffered (or fear) persecution on account of race, religion, nationality, political opinion, or because they are a member of a persecuted social group or because they are fleeing a war.

The terms asylum-seeker and refugee are often confused: an asylum-seeker is someone who says he or she is a refugee, but whose claim has not yet been definitively evaluated.

Despite having signed the UN Refugee convention, there is a controversial law in [Italy Law 189/2002 \(Bossi-Fini\)](#) named after the two politicians who amended the previous immigration law which, amongst other aspects, does not fully recognize the right to asylum. According to Law 189/2002 (Bossi-Fini), once admitted to the territory, asylum seekers will be held in an identification centre. A report was issued by Amnesty International in 2006 which strongly criticized both the procedures and conditions faced by asylum seekers in Italy as a violation of refugee rights. One such violation is forcing the asylum seekers back to where they have come from. In the case of thousands of people trying to reach Italy via sea in recent years, this means returning to war torn and/or poverty strike countries where their human rights are at high risk.

<http://www.unhcr.org/5149b81e9.html>

## **Song lyrics**

### **Ritals**

Eppure lo sapevamo anche noi  
l'odore delle stive  
l'amaro del partire.  
Lo sapevamo anche noi.  
E una lingua da disimparare  
e un'altra da imparare in fretta  
prima della bicicletta.  
Lo sapevamo anche noi.  
E la nebbia di fiato alla vetrine  
e il tiepido del pane  
e l'onta del rifiuto.  
Lo sapevamo anche noi  
questo guardare muto.

E sapevamo la pazienza  
di chi non si può fermare  
e la santa carità  
del santo regalare.  
Lo sapevamo anche noi  
il colore dell'offesa  
e un abitare magro e magro  
che non diventa casa.  
E la nebbia di fiato alla vetrine  
e il tiepido del pane  
e l'onta del rifiuto.  
Lo sapevamo anche noi  
questo guardare muto.

**Gianmaria Testa**

("Ritals" is dedicated to Jean-Claude Izzo, who was the songwriter's friend. Izzo often wrote about Gianmaria Testa in his novels. Izzo's father was from Salerno and emigrated to France. He, alongside many others, had to put up with the derogatory way the French called the Italian immigrants: ritals.)