

## INTRODUCTION

[Print](#)



© Mobilize In Mobil

An foreigner is someone who is staying in the Netherlands and does not have a Dutch passport. Usually the presence of foreigners is seen as problematic. In daily conversation the terms foreigners, migrants, refugees, asylum seekers and illegal residents are often mixed up, and this is not correct. It is high time to clarify this complicated situation.

**Students:** the assignments:

1. [Foreigners](#)
2. [Refugees](#)
3. [International conventions and actions](#)
4. [Refugee camps](#)
5. [Asylum policy](#)
6. [Economic refugees](#)
7. [SOS Europe](#)
8. [Unaccompanied Minor Foreigners](#)
9. [Invited refugees](#)

The final assignment is a [photo assignment about foreigners](#). Good luck!

### Teachers

To get access to the teacher's guide, we ask teachers to register and sign in first. Every lesson comes with a teacher's guide with teaching tips, answers to the questions, and key objectives and attainment targets. The 10 teacher's guides are collected also by us in an all-inclusive teacher's guide.

We ask you to help us improve the lesson series 'Refugees & Asylum Seekers'. We have developed a self assesment evaluation tool (SAT) that we will gladly send you by email. We also have a self assesment tool for students available.

Ideally, the lesson series looks like this

- \* [Registration](#)
- \* SAT for teachers prior to the lesson series
- \* SAT for students prior to the lesson series
- \* Your or the students choice from the 11 assignments of the teaching and learning unit
- \* SAT for students after the lesson series
- \* Finishing the SAT for teachers

Send an email to [h.deridder@fm.ru.nl](mailto:h.deridder@fm.ru.nl) for the SATs or phone with +31 24 3615902.

# TEACHER'S GUIDE TEACHING AND LEARNING UNIT REFUGEES AND ASYLUM SEEKERS

[Print](#)

## Beforehand

Here you will find four series of ready-to-use digital lessons about current topics, which are available for free. Every series is made up of about ten parts, each of which contain enough material for two lessons. As a teacher, you are free to use these series as a whole or just pick out individual topics.

We ask you to help us improve the lesson series. We have developed a self assessment evaluation tool (SAT) that we will gladly send you by email. We also have a self assessment tool for students available.

Send an email to [h.deridder@fm.ru.nl](mailto:h.deridder@fm.ru.nl) for the SATs or phone with +31 24 3615902.

## Lesson series

The lesson series 'Refugees & Asylum Seekers' is in line with the main theme 'Migration' and in line with the UN's Sustainable Development Goals.

The lesson series introduce the students to the following concepts:

- |  |   |  |
|--|---|--|
| * foreigner  | * War Child                                       | * CIGEM                                      |
| * asylum   | * Unicef  | * Green Card                                 |
| * asylum seeker  | * School-in-a-Box                                 | * Green Card Lottery                         |
| * immigrant worker   | * Refugee Republic                                | * human smuggling                            |
| * illegal resident   | * Dublin Convention                               | * migration route                            |
| * tourist  | * Dublin Regulation                               | * Mare Nostrum                               |
| * refugee  | * Communal European Asylum Policy                 | * Triton                                     |
| * undocumented person  | * asylum procedure                                | * SOS Europe                                 |
| * criminalisation  | * Immigration and Naturalization Department (IND) | * unaccompanied Minor Foreigner              |
| * ecological refugee   | * Dutch Refugee Council                           | * unaccompanied Minor Asylum seeker          |
| * ethnic cleansing   | * Central Reception Location (COL)                | * no fault policy                            |
| * illegal resident   | * Registration Centre (AC)                        | * Children's Communal Home                   |
| * displaced person   | * Asylum Seekers Centre (AZC)                     | * Small Housing Unit                         |
| * prosecution  | * first hearing                                   | * School for Unaccompanied Minor Foreigners  |
| * refugee (according to daily language use)                  | * further hearing                                 | * International Transitional Class           |
| * refugee (according to the UN definition)                   | * Article 1F                                      | * invited refugee                            |
| * refugee (according to Dutch law)                           | * residence permit                                | * resettlement                               |
| * Universal Declaration of Human Rights (UDHR)               | * International Organisation for Migration (IOM)  | * resettlement policy                        |
| * Refugee Convention   | * exhausted all legal remedies                    | * UNHCR                                      |
| * African Refugee Convention                                 | * European Committee for Social Rights (ECSR)     | * COA (Central Reception of Asylum seekers)  |
| * United Nations High Commissioner for Refugees (UNHCR)      | * bed-bath-bread arrangement                      | * UAF (University Asylum Seekers Foundation) |
| * Office for the Coordination of Humanitarian Affairs (OCHA) | * economical refugee                              | * integration                                |
| * World Refugee Day  | * economical (legal) migrant                      | * civic integration course                   |
| * refugee camp   | * economical illegal migrant                      | * civic integration exam                     |
| * Doctors without Borders                                    | * (permanent) state of residence                  | * DUO (Education Executive Agency)           |

We would also like to refer you to the [Glossary](#) with [didactic backgrounds](#) of the project 'Get Up And Goals!'.

The didactic goals of the TLUs are:

### a) Ability to grasp the interconnection between local, national and global levels

TLUs should address global issues from a planetary perspective and connect the latter to the local dimensions. The learning objectives should not be eurocentric or nationalistic in tone. This can be called also "capacity to grasp the transcalarity of the themes, "ie the study of phenomena, through the use of different geographical scales and related analyses that proceed from local to national, continental, global and vice versa and tend to highlight the interconnections that, although arising from a single phenomenon, linking different spaces. (Understanding local immigration in transcalar terms, for example, means having to connect local events to continental and / or global scale, vice versa the great global phenomena such as climate change have continental, national, local effects, each attributable to the overall phenomenon and each one at the same time with its own specificity).

### b) Skills to grasp present realities in relation to the present

Even when dealing with a theme related to the historical past, the TLUs will highlight the connection between the past and present realities.

### c) Capacity to grasp interdisciplinarity of the themes

It is not always easy to grasp interdisciplinarity in school systems that are organized through division into disciplines (or "subjects"),. Nevertheless is important that students are aware of each theme as a whole. This whole is divided into different subject to facilitate the analysis, but must also be reconnected to a final synthesis grasping all the interdependences.

### d) The ability to Think Critically and capacity for self-reflection

TLUs encourage learners to examine resources, images and messages from various critical positions, including paradoxical ones and strive to extend student's critique to self-reflection on our thoughts, feelings and responses to a certain resource or issue at hand. (Connected with the critical thinking):

### e) Capacity of decentralization- (or capacity to take into consideration a plurality of points of view)

It means to take an integrated, complex look, knowing that there are so many ways to relate to the existing and that your approach is only one of the many possible visions. In this way it becomes possible to simultaneously evoke the different positions and situations in play. *Example:* to study migration from the point of view of people from the South.

*Purpose:* deepen the look to account for multiple situations so as to empathize with each other to overcome sterile dichotomies and promote a sharing of meanings.

### f) Capacity of reflection on the role of individuals and groups in building peaceful, fair and sustainable futures

While personal commitment to engage with global issues is the first necessary step, TLUs also aim to explore possibilities on how individuals and groups can combine their strength to better influence capability of change and to discuss the role of institutions and their positions of power.

*Example:* pose a problematic situation in which knowledge is put into play to resolve critical issues such as when new laws need to be designed to overcome gender inequality or to grant citizenship rights to immigrants.

**Purpose:** to promote a knowledge of responsibility for which those who know can not but act to overcome inequalities or situations of violation of human rights.

## Answers to student assignments

### Foreigners

#### Approach

Association spider: put the word foreigner on the blackboard and fill in at one of the arrows: 'Different skin colour.' Let the pupils who want to fill in something else come forward. Make sure that you have enough pieces of chalk or white board markers.

Step 1: Answer to the question:

1) Things you can expect and which you can refer to in a hint if pupils cannot think of it themselves:

- Strange clothing
- A different language
- Different habits
- Different food
- A different religion
- Matters like: discrimination, racism, finding something strange

Step 2:

2)

'FOREIGNERS'	Why have they left their own country?	Why have they come to our country?	Can they stay?
<b>Asylum seeker</b>	Because they were threatened personally: prosecution or war	Asylum = protection	Yes, if they are recognised. Sometimes only temporarily until the situation improves in their country.
<b>Immigrant worker</b>	Because there was not enough work or only badly paid work in their own country.	They think that they can earn more money here.	Yes, if they have been granted a work permit.
<b>Illegal resident</b>	For various different reasons: fear, poverty, looking for work, etc.	Looking for protection or work. Some become illegal if they cannot stay after an asylum application that has been rejected; other don't lodge an asylum application and become illegal residents right away.	No, if they are arrested, they are sent back immediately.
<b>Tourist</b>	To enjoy their holidays	To have a pleasant holiday	Maximally 6 months. Tourists from some countries can only come if they have a visa.
<b>Refugee</b>	For various reasons: war, prosecution, disasters	To get protection (they then become asylum seekers), to spend time here temporarily (after having been invited by our government) until the situation in their country has improved.	Often temporarily, sometimes they can't (and if they don't want to go back, they become illegal residents)

Step 3: Answers to the quiz

- 1) --
- 2) b) 21%
- 3) a) Not: Belgians (115.000)
  - b) 1) Turkish: 396.000
  - 2) Moroccans: 374.000
  - 3) Germans: 368.000
  - 4) Surinamese: 348.000
- 4c) More than 180 countries (2014: 189 countries)
- 5c) 68 million
- 6a) c) Illegal residents
- 6b) People often get negative associations when they hear the words 'illegal residents'. Illegal residents are often regarded as unwanted and unadjusted, and the concepts illegality and criminality are often mixed up. This is why the more friendly concepts 'sans papiers' (=without documents) or 'undocumented' are used more and more often.
- Figures of CBS and UNHCR-

Step 4: Answer to the question:

4) One: many illegal residents don't have any valid documents and without documents you won't be admitted in another country, not even when you were born in that other country (how can you ever prove this without documents?).

Two: some illegal residents have fled out of fear of prosecution or war, and would rather become illegal residents than to put their lives in danger in their country of origin.

Step 5:

## Refugees

### Step 1: Refugee diagram

Total number of 'refugees': 68.5 million (2017)



Below, draw the part of the refugees that flees to a different part of the country, but not abroad : 40 million.



Below, draw the part of the refugees that does flee abroad, to a neighbouring country or a country close to your country (=the 'real' refugees): 25.4 million.



Below, draw the part of the refugee that make a distant journey to the rich western world: the United States, Canada, Australia or Europe: 3.1 million.



And finally, the part of the refugees that will come to the Netherlands, according to you: 0.015 million (=14.716).



### Step 2

The different definitions for 'refugees' are discussed in step 5.

The definition for displaced person will be further discussed in step 4.

The difference between 'refugee' and 'asylum seeker' will be further discussed in step 5.

Answer to the question:

1) A detailed example is Frédéric Chopin. He was born in Poland. He felt he had to leave the country during the uprising November Revolution (1830-1831) in his country against the Russian Czar. In Paris Chopin lived a pleasant life as a celebrated composer and piano teacher. He took on the French nationality.

### Step 3

Answers to the questions:

2 )The murder of Jews during the Nazi regime in concentration camps (1942-1945).

Armenian genocide in Turkey (1915-1920).

The murder of eight hundred thousand Tutsi's in Rwanda (1992-1994) and many others.

3) A natural disaster only occurs once, a war or prosecution can take years. If the natural disaster is over, the rebuilding process can be started sooner than when there is an ongoing war. Fleeing because of prosecution is also a long-term necessity.

Victims of a natural disaster get help of their own government and other countries very quickly. Victims of war or prosecution don't seek help from the government, that made them flee in the first place, and they won't get help from other countries so quickly either, as long as the war or prosecution continues.

### Step 4

Answer to the question:

4) Ana lived in Planades, in the countryside of Colombia. The population is facing a long-term civil war between the army and militants. Ana and many other fled from the countryside and are seeking protection in the larger cities.

### Step 5

Answer to the question:

5) Both statements can be correct.

a) Someone who is asking for protection (= seeking asylum) does so, because he or she has fled (refugee in the definitions 1 and 2). According to Dutch law (definition 3) this statement is not correct, because you can only call yourself a refugee after you have been recognised.

b) According to the definition of Dutch law (definition 3) a refugee is recognised and someone who has successfully concluded their asylum application.

### Step 6: Final product

6a) Examples are all kinds of personal things (such as photographs), or persons who you are going to miss (family, friends).

6b) Material: practical things, such as money (to be able to pay the human smuggler or the (corrupt) customs officials or water and food to take on your journey.

Immaterial: for instance your memories of people or the house that you are leaving behind.

## International conventions and actions

Step 1: Answer to the question:

1) A declaration is nothing more than a solemn promise. If a country does not live up to the declaration, you have no legal possibilities to hold that country accountable, only moral ones.

After ratification a convention has legal power, even more so than the constitution. If a country doesn't live up to the stipulations of the convention, you can take legal action against the country.

Step 2: Answer to the question:

2) The key word is 'well-founded'. If the fear is not well-founded, a country can send a refugee back.

Step 3: Answer to the question:

3) Getting the required documents, transport for the journey home, finding a house and a job, following a course, in short everything that can make life easier in the new place of residence.

Step 4: Answer to the question:

4) People take the words of a famous person more seriously, than the words of an unknown person. The message of a goodwill ambassador reaches a lot more people than the message of an 'ordinary' UNHCR employee.

Step 5: -

## Refugee camps

Step 1: Answers to the questions:

1) Refugee camps are established in a short period of time and larger free spaces can only be found in an area that hasn't been used for something else (for instance for agriculture). What is usually left are infertile areas.

2) She fled because of two reasons: violence in her country and the draught.

3) They are given their first meal. Then they get a voucher that they can use to get food. They have to register and they get a label on their wrists that they can be recognized by. A temporary place to stay is assigned to them. The children are vaccinated. They get a special energy parcel. Two days later they get their ordinary food packages.

4) The cold and heavy snowfall.

Step 2: Answer to the question:

5) The camp has arisen spontaneously. There are (almost) no provisions, a lot of things are lacking.

Step 3: Answer to the question:

5) They are going on their way with cameras and notebooks to record life in the camp. They record children when they are working and they try to make sure that they are going to school. They also investigate the discrimination of girls. And finally they are investigating the terrible living conditions of the children in the camp. But they also note the fun things that children do.

Step 4: Answer to the question:

7) The best chance of getting out of the camp is getting an education. His dream is to study law (abroad).

Step 5: Supporting questions:

BUILD: In eight steps.

SMART: There are seven primary schools in the camp.

LIVING: Similarities: the rooms have light and electricity, there are various electrical devices, such as a hair dryer, you see a lot of things and possibilities for storage, you see a desk chair with a small bench, you even see a television.

Differences: the tent is made of canvas, it doesn't offer protection against heat or cold, no chairs and table, no privacy.

MONEY: About 200 tuk tuk drivers, of which -or so the rumour goes- one female driver.

## Asylum policy

Step 1: Answers to the questions:

1) Dependent on the pupil's opinion.

Step 2: Answers to the questions:

2) Minimally: 11 days is the shortest possible time.

If an asylum seeker registers him- or herself, it is possible that he/she is taken to the Reception Centre from the Central Reception Location (COL). A period of six days of rest follows. After that there are four days of interviews. The IND-employee then takes a decision within four days. Let's say this is on the first day after the interviews. In that case there are 0 days from the COL to the Reception Centre, 6 days of rest, 4 days of interviews, 1 (of a maximum of 4 days) for the decision ( $0 + 6 + 4 + 1 = 11$ ).

In reality more time is needed to arrange transport from the COL to the Reception Centre (there is no legal term for this), 6 days of rest in the Reception Centre, 8 days for the entire asylum procedure in the Reception Centre, so that makes at least 14 days, but probably more if you also count the time for transport from the COL to the Reception Centre.

3) Maximally 6.5 months (excluding the time for transport from the COL to the reception centre).

On arrival in the reception centre: 6 days of rest.

Asylum procedure in the reception centre: 8 days in the reception centre.

Prolonged asylum procedure in the reception centre: maximally six months.

If the asylum seeker decides to appeal, a law suit follows. How long this may take is not legally determined. It can take months.

Step 3: Answers to the questions:

4) According to article 1F of the Refugee Convention someone can be deported because of a serious suspicion, no proof is needed. The person who is accused based on Article 1F has to prove his or her innocence. The UDHR states that someone is innocent until his or her guilt is proven.

5) Depends on the pupil's opinion.

Step 4: Answers to the questions:

6) Depends on the pupil's creativity.

7) To make it easier for asylum seekers who have exhausted all legal remedies to go back and to prevent that they will go and live on the streets as illegal residents.

Step 5: Answer to the question:

The interview dates from before the bed-bath-bread arrangement, but in reality not much has changed.

8a) There is a group of people who you cannot deport, even if you would want to. This particularly applies to people from Somalia and Irak.

8b) At the government. The government has put more people on the streets who cannot be deported than before, and consequently the number of homeless people who have exhausted all legal remedies has increased. For instance, Somalians and Irakese were given emergency shelter by the government, but later this was stopped.

8c) There are two things you can do to decrease the number of people who have exhausted legal remedies:

1. The government can make sure that less people are put on the streets.
2. Municipalities can provide more emergency shelter, which makes the group of people who are living on the streets smaller. Meanwhile a lot of municipalities have followed his proposition.

## Economic refugees

### Instructions

The class re-enacts an adjusted broadcast of Stand.nl.

Choose two presenters (or let the class choose two), preferably a boy and a girl. Make sure that there is a green and a red card for everyone.

The statement has been put into words by a member of the House of Commons of the VVD on March 23 2015.

The VVD wants the European Union to carry out one asylum policy, according to which refugees are no longer welcome. Non-Europeans who are fleeing because of war or political prosecution have to be given shelter in their own region.

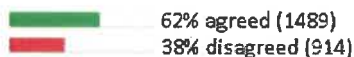
VVD member of the House of Representatives, Malik Azmani can no longer accept that boat refugees are drowning in the Mediterranean Sea. Besides, the continually increasing flow of asylum seekers would damage western society.

In the House of Representatives the VVD only seems to be supported by the PVV and refugee organisations are critical too. They say that closing the borders to asylum seekers is impossible. It is against human rights and practically impossible to execute.

Is it indeed inhuman to refuse all asylum seekers from outside of Europe?

Or is the VVD proposition indeed the best way to help refugees as well as to limit the coming of new people to Europe?

2403 people reacted.



Step 1: Answer to the question:

1) A refugee is someone who has fled, because they are prosecuted in their own country, or because they had to flee because of a war or a natural disaster.

Poverty is not acknowledged as a valid reason.

Step 2: Answers to the questions:

2) A refugee has the right to apply for asylum. Without checking, the EU sends refugees back to Ukraine and by doing so the EU violates the Refugee Convention.

3) One: the smugglers promise them a good life in Europe and that the journey to Italy is easy.

Two: they see an Italy with a lot of rich people on TV.

Three: there are, in fact, refugees who are coming back with money and possessions; those are the ones who succeeded, but they don't see the refugees who have not succeeded.

4) One: he knows that lodging an asylum application won't stand a chance.

Two: he has acquaintances in the Netherlands (perhaps because he thinks that they can help him find work there).

Step 3: Answer to the question:

5) The CiGEM mediates in finding a job, but the number of jobs that they can offer is much smaller than the number of economic refugees that are looking for a job. Besides, the CiGEM gives preference to migrants who have been sent back and many still believe that they have much better chances in Europe.

Step 4: Answer to the question:

6) For: there are much safer ways of getting a residence permit.

Against: the chances that you will draw a green card (=permanent residence permit) is relatively small. According to some professionals, the number of people who are trying to enter Europe illegally is 1 million. With fifty thousand 'green cards' you have a chance of 1 in 20.

Step 5

—

## SOS Europe

Step 1: Answer to the question:

1) Human trafficking is seeking, transporting or trading people against their will. Its purpose is sexual exploitation, labour exploitation, or another type of exploitation. This usually isn't human smuggling, as that does happen at the request of the smuggled people themselves.

Step 2: Answers to the questions:

The answers 2-6 can be found in the video taken from the TV programme Een Vandaag (One Today)

- 2) Normally 4 to 6 days. But it can take up to 14 days.
- 3) Rough sea. In case of engine trouble the boat refugees could drift and the refugees can end up without enough to eat and drink. The ship can also sink with all consequences involved.
- 4) The first reception is arranged by volunteers of the Red Cross. After that they are cared for (and arrested) by the police.
- 5) They are received in tents on a small former military island.
- 6) Europe is ageing. To prevent ageing we will need one million younger people to come to Europe. We can find them amongst the boat refugees.
- 7) Because the Refugee Convention obliges the EU to assess their asylum application. Who does not enter Europe, doesn't have to be assessed either (and sent back when the application is rejected).

Step 3: Answers to the questions:

- 8) From Syria. They are travelling by boat, because the EU has closed the land borders.
- 9) The budget is just as large, but Triton looks for boat refugees in a much smaller area than Mare Nostrum does.

Step 4

- 10) Discuss statements 1,2 or 3, choose one, two or all of them.

An alternative is one statement + let everybody write and read:

"I think that the Netherlands should not accept more refugees, because...."

Step 5

—

## Unaccompanied Minor Foreigners

Step 1: Answers to the questions:

- 1) The concept 'AMA' (Unaccompanied Minor Asylum seeker) has been formally changed by the government into 'AMV' (Unaccompanied Minor Foreigner). Unaccompanied Minor Foreigners also include minor migrants without a residence permit who have not applied for asylum. See more at: <http://www.beyondborders.nu/nl/over-ex-amas#sthash.D9XQZhe5.dpuf> (only in Dutch)
- 2) Fleeing is far more dangerous for girls than for boys. Girls run a higher risk of sexual intimidation and rape than boys.

Step 2: Answers to the questions:

- 3) With 'no fault policy' we mean that it is not the unaccompanied minors' fault that they cannot return to their country of origin..
- 4) One: there are no appropriate shelter places in their country of origin.  
Two: they can prove that they have not succeeded in getting the required documents for their return journey.

Step 3: Answer to the question:

- 5) The DCI has its doubts about the age limit of 20 for the bone research. Is it actually proven that a closed bone proves without doubt that someone is at least 20 years old?

Step 4: Answer to the question:

- 6) For instance for a membership of a sports club or for buying a telephone subscription.

Step 5: Answer to the question:

- 7) Many Unaccompanied Minor Foreigners of 15-17 years old are being prepared for their return. They do not want that. Most Unaccompanied Minor Foreigners between 15 and 17 who enter the Netherlands, do not have a period of three years, in which they can prove that it is not their fault that they cannot get the required documents for their return journey. These Unaccompanied Minor Foreigners are always sent back.

Step 6: Answers to the questions:

- 8) Mauro still had to face the threat that he could be sent back if he did not pass an exam.
- 9) With the decision taken in 2013 he can finally start planning his future.

Step 7

—

## Invited refugees

Step 1: Answer to the question:

- 1) Depends on the pupil's opinion.

Step 2: Answers to the questions:

- 2) In a house assigned to them, somewhere in the Netherlands. The refugee cannot refuse the assigned house and place of residence.
- 3) The refugees directly go from the refugee camp to a house in the Netherlands. Literally everything is new to them, also the simple questions of how and where you can do your groceries.
- 4) The blue file contains an overview of all the financial obligations they have, such as paying the rent and invoices for energy.
- 5) His family is not from a refugee camp and of course his family does not get an invitation to come to the Netherlands from Eritrea. Going back to his family is impossible too, that could mean death for him.

Step 3: Answers to the questions:

- 6) Depends on the pupil's opinion. The refugees from a camp do not have to leave immediately and they know that they will end up in a society with its own values and standards.
- 7) They do not have to follow the procedure, they are already recognised beforehand. Why would we let people get used to a reception centre and then to a house again? In a camp they have already done an orientation course. Besides, it is cheaper if they can go to their own house right away.
- 8) The labour market is difficult for invited refugees. You can well imagine that they do not know how to find their way there, and what their possibilities are. With an individual action plan and good support their chances of finding work will increase.

Step 4: Answers to the questions:

- 9) If you do not pass, you cannot naturalise either. Besides, you will have to extend your residence permit regularly then.

- 10) We are referring to the bonus card here, but you can also think of a discount campaign.  
11) To be exactly on time.

Step 5: Answer to the question:

12) Many refugees have fled because of (criticism on) the politics in their country of origin, and highly educated people are often more involved in politics than people with a lower level of education. The migrants who have come to the Netherlands usually did so to find lower-paid or unskilled labour.

Step 6:

—

## Closing

### Instructions

Make sure that the 30 photos are printed on a large A4 format.

Step 1 and the final product are obvious.

### Core objectives and attainment targets

Core objectives: 36, 39, 43, 47

Key Terms: VWO Social Sciences exam program from central exam 2020

Subdomain B3: Visions from paradigms on socialization and political socialization.

6. The candidate can distinguish different views on socialization and political socialization from three social science paradigms.

Subdomain B4: Socialization within a specific context

7. The candidate can broadly describe social developments that influence socialization processes in a specific context and the role of socializers in this. He can also draw conclusions about the changed socialization processes.

Subdomain B5: Government policy and views of political parties

8. The candidate can indicate how the government is trying to influence the process of (political) socialization. He can also deduce which views supporters of political movements have about the role of government in a specific context.

Subdomain C5: Government policy with regard to abroad

13. The candidate can indicate the position of the Netherlands in the international force field and how the Dutch government tries to influence this.

Subdomain D4: Example within a specific context of effects of developments on affective bonds in a society

17. The candidate can reason within a specific context what the effects are of certain social developments on affective bonds in a society.

Subdomain F1: Acquire information about current events / do research into current events

23. The candidate can collect information about current events with social-scientific relevance, both about facts and about the different opinions about them. The candidate can also distinguish between different groups and interests that play a role in current events. The candidate can formulate a question about current events, design a simple research set-up and also implement it.

Subdomain F2: Apply selection of main and core concepts to current events

24. The candidate can analyze current events with the help of main and core concepts.

Havo Social Sciences exam program from central exam 2019

Subdomain B3: Socialization within a specific context

6. The candidate can broadly describe social developments that influence socialization processes and the role of socializers in this. He can also draw conclusions about those changed socialization processes.

Subdomain C3: Social and political conflicts and cooperation

10. The candidate can analyze the underlying causes of social and political conflicts at different levels and what the consequences are. He can also distinguish models based on conflict or cooperation.

Subdomain C4: Social inequality within a specific context

11. The candidate can categorize, within a specific context, which social positions people take in a society and describe what opportunities they have that their social positions change. He can also name the consequences of taking a low social position.

Subdomain C5: Social developments that influence social inequality within a specific context

12. The candidate can describe social developments that influence social inequality within a specific context based on relevant main and core concepts.

Subdomain F1: Acquire information about current events

22. The candidate can select information about a current event with social relevance, both about facts and about the different opinions about it. The candidate can also distinguish different groups and interests that play a role in this current event.

Subdomain F2: Apply selection of main and core concepts to current events

23. The candidate can analyze current events with the help of main and core concepts.

## FOREIGNERS: INTRO

[Print](#)

In this lesson we will pay attention to the concept of 'foreigner' and we will learn about various types of foreigners. Why do foreigners come to the Netherlands and why don't they go back, or why do they go back?



## LEARNING OBJECTIVES

[Print](#)



*This project is connected to the Sustainable Development Goals also known as Global Goals*

At the end of this lesson:

- You will know what many children and adults think about when they hear the word 'foreigner'.
- You can mention several names of well-known Dutch people, who have foreign blood running through their veins.
- You can mention several advantages of the arrival of foreigners for the Netherlands.
- You can mention several types of foreigners and you will know why they have left their own country, why they have come to the Netherlands and if they can stay or not.
- You will know when people are illegal residents, and why many illegal residents do not leave the Netherlands on their own accord.

At the end of this assignment you will know the meaning of the following concepts:

- \*Foreigner
- \*Asylum seeker
- \*Immigrant worker
- \*Illegal resident
- \*Tourist
- \*Refugee
- \*Undocumented person
- \*Criminalisation

### Final product

In the final product of this assignment you will **try to imagine what it is like to be an foreigner** or you will **think of a situation in which you felt like an foreigner** yourself.

### Assessment

The final product will be graded by your teacher.

Your teacher will grade the assignment based on the following:

- **Content:** Does your creative assignment show that you have understood what the concept 'foreigner' means?
- **Form:** Was your creative assignment made with care?
- **Language mistakes:** Do your answers to the questions and the final assignment not contain too many language mistakes

### Group size

You will do this lesson by yourself.

### Time

For this assignment you will need two hours.



## STEP 1: WHAT DOES THE WORD 'FOREIGNER' REMIND YOU OF?

[Print](#)

When Dutch children hear the word 'stranger' or 'foreigner', they immediately think of this Sinterklaas song from the 19th century:

*Listen, who is knocking on the door, children*

*Listen, who's softly knocking on the window?*

*Surely, it must be a stranger, who is lost*

*I will ask him what his name is*

His name? Sinterklaas, or so the next line of the song goes. Sinterklaas is a very welcome stranger from a distant country.

Unfortunately, when adults hear the word 'foreigner', they immediately think of problems. When you look up the word 'foreigner' on Google, you will read almost immediately: "Foreigners who are no (longer) allowed to stay in the Netherlands are illegal residents and have to leave the country." This does not make you feel welcome at all!

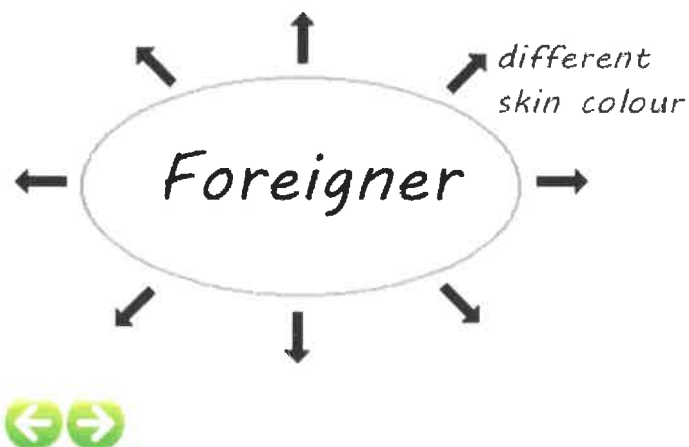
**Surely, he must be  
a stranger, who is lost.**



**Ask him what his name is,  
quickly!**

### Question

1) On the blackboard we are going to draw a big circle and write the word foreigner in the middle. Which three words are you reminded of when you hear the word 'foreigner'? We will give you one example, but you have to give at least three others yourself.



## STEP 2: TYPES OF FOREIGNERS

[Print](#)

Hundreds of thousands of Dutch people are currently staying abroad for a longer or shorter time. Sometimes as tourists. But also for work or to study there. In the countries where they are staying at the moment, they are regarded as foreigners. Of course, in our country there are foreigners too.

© Christiananarchy

### Question

4) Below you will find several words that we use for different groups of foreign people. Take a good look at them and fill in the answers in the diagram below:

'FOREIGNERS'	Why have they left their own country?	Why have they come to our country?	Can they stay here?
Asylum seeker			
Immigrant workers			
Illegal residents			
Tourists			
Refugees			



'When a foreigner resides among you in your land, do not mistreat them. The foreigner residing among you must be treated as your native-born. *LEVITICUS*



## STEP 3: FOREIGNER QUIZ

[Print](#)

1. Give your own definition of a foreigner: a foreigner is someone who

.....

.....

2. What percentage of the Dutch population has a non-Dutch passport

- a) 11%
- b) 21%
- c) 31%
- d) 41%

3.

Of the five groups of foreigners in the Netherlands mentioned below four belong to the largest groups (in alphabetic order) in our country: Belgians, Germans, Moroccans, Surinamese and Turkish.

a) Which group of foreigners does not belong to these four groups?

.....

b) Put the other four in the right order, starting with the largest one.

- 1)
- 2)
- 3)
- 4)



4. From how many different countries do the inhabitants of the Netherlands originate? From more than:

- a) 120 countries
- b) 150 countries
- c) 180 countries
- d) 210 countries

5. How many refugees are there in the world?

- a) 17 million
- b) 34 million
- c) 68 million
- d) 91 million

6. A new phrase that we have known for several years now is 'the undocumented'. Which concept does this replace?

- a) asylum seekers
- b) immigrant workers
- c) illegal residents
- d) tourists
- e) refugees

Why do we use this new phraset nowadays? What would be wrong with the old words?

.....

.....



## STEP 4: WHEN ARE PEOPLE ILLEGAL RESIDENTS?

[Print](#)

In the Netherlands people are called illegal residents when they do not possess a valid residence permit, and therefore stay in the Netherlands without permission.

Examples are rejected asylum seekers, foreign women with children who were sent away by their (Dutch) partners before they had a right to an independent residence permit, victims of human trafficking who did not dare to press charges, stateless people who cannot return to the country where they were born. Illegal residents are supposed to leave the Netherlands.

Illegal residents in the Netherlands are not registered anywhere. That is why it cannot be established how many there are exactly. The Ministry of Security and Justice estimates that there are almost 100.000 illegal residents in our country.

Illegal residents do not have a right to social services, such as benefits or insurance. They do have a right to 'medically necessary' care and legal aid. Unaccompanied illegal minors (children under 18) have the compulsory school age and have a right to education.

In 2013 the Dutch government wanted to make staying in the country without a residence permit a criminal offence. Staying in the Netherlands illegally would become an offence in itself, and would be fined. If the fine were not paid, a prison sentence could be determined. However, The House of Commons rejected the plans to make illegality a criminal offence.

Employers and lessors who give employment to illegal residents or who give them shelter, are and remain guilty of a criminal offence. Employing illegal immigrants as cleaners is a criminal offence too. People who are guilty of this offence have to pay a 4000 euro fine. However, in everyday life checks on private individuals are hardly ever carried out, if at all.

### Question

5) Give two reasons why many illegal immigrants do not leave the Netherlands.



## STEP 5: FINAL PRODUCT- I AM AN FOREIGNER

[Print](#)

What world does an foreigner live in? Do you feel like an foreigner sometimes too? When you are abroad for instance? Among people who are different? Or maybe, on the contrary, in your own environment?



Try to imagine what life must be like for an foreigner or indicate when you have ever felt like an foreigner. You can do this by means of a short article, a tweet, a drawing, a rap, a poem or in another creative way. The choice is yours!



## REFUGEES: INTRO

[Print](#)

In this lesson you will find out which people are refugees, how many people flee for safety, and why people flee for safety, and where they are going to. Besides, we will go into the personal situation of refugees more deeply.



## LEARNING OBJECTIVES

[Print](#)



*This project is connected to the Sustainable Development Goals also known as Global Goals*

At the end of this lesson:

- You will know how many refugees there are worldwide, and where they go when they are fleeing for their lives.
- You will know the difference between the concepts of refugee, displaced person and asylum seeker.
- You can give three different definitions of 'refugee'.
- You can mention several well-known refugees.
- You can give various reasons why people flee from their region and you will know several personal stories of refugees

At the end of this assignment you will know the meaning of the following concepts:

- \*Asylum
- \*Asylum seeker
- \*Ecological refugee
- \*Ethnic cleansing
- \*Illegal resident
- \*Displaced person
- \*Prosecution
- \*Refugee (according to daily language use)
- \*Refugee (according to the UN definition)
- \*Refugee (according to Dutch law)

### Final product

In the final task of this assignment you will imagine what it is like to be in the situation of a refugee using a **flight suitcase**. What would you put in this suitcase? What are you going to miss?

By depicting your flight suitcase you will show that you have reached your teaching objectives.

### Assessment

The final product will be graded by your teacher.

Your teacher will grade the assignment based on the following:

- **Content:** Does your creative assignment show that you understood how hard or dangerous life for refugees can be?
- **Form:** Was your creative assignment made with care?
- **Language mistakes:** Do your answers to the questions and the final assignment not contain too many language mistakes?

### Group size

You will do this lesson by yourself.

### Time

For this assignment you will need two hours.



## STEP 1: REFUGEES IN THE WORLD

[Print](#)

The block below corresponds with the total of 68.5 million refugees in the world (figures by UNHCR).\*

Indicate the numbers that you think are correct in the boxes below.



Below, draw the number of refugees that you think are fleeing to a different part of the country, but not abroad (= the displaced):

--	--	--	--

Below, draw the number of refugees that you think are fleeing from their country, to a neighbouring country or a country nearby (= the 'real' refugees).

--	--	--	--

Below, draw the number of refugees that you think have made a distant journey to the rich west: the United States, Canada, Australia or Europe.

--	--	--	--

And finally, the number of refugees that you think come to the Netherlands to apply for asylum.

--	--	--	--

\* \*The UNHCR figures are always announced around World Refugee Day (20 June). Over the past few years the figures have increased time after time!



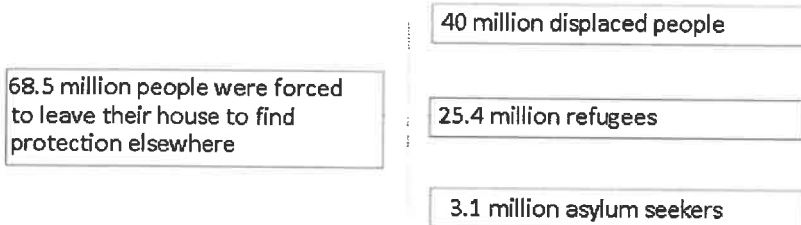
## STEP 2: REFUGEES IN FIGURES

[Print](#)

In 2017 there were 68.5 million refugees worldwide, the largest number since the Second World War. Every day 180,000 people were forced to leave their homes, or making one more calculation: 125 people fled per second.

'Refugee' is a confusing concept. In daily language use and in the media the concept 'refugee' is used for everyone who feels forced to leave their home and find protection elsewhere. But only someone who flees to another country is called a 'refugee' by the United Nations, the others are 'the displaced', who have to flee their homes, but stay within the borders of their own countries

And to make matters even more confusing, the concepts 'refugees' and 'asylum seekers' often get mixed up in the media. It is time for some clarity.



The 25.4 million 'real' refugees are people who are fleeing their country out of fear for their lives, and who are looking for protection in another country, usually a neighbouring country.

The country with the most refugees is Turkey: 1.59 million refugees (most of them from Syria) with a population of more than 75 million inhabitants.

The country with the largest number of refugees per capita is Lebanon. This country has 4.5 million people, of which 1.15 million are refugees from neighbouring country Syria. In Lebanon every 1 in 4 people is a refugee!

Refugees who were allowed to stay are: Bob Marley, Gene Simmons, Mika, Miriam Makeba, Gloria Estefan, the von Trapp family, Frédéric Chopin, Thomas Mann, Kader Abdolah, Salvador Dali, Marlene Dietrich, Milos Forman, Madeleine Albright, Jean-Luc Dehaene, Albert Einstein and Anne Frank. They all had to leave their country, out of fear of suppression, imprisonment or (civil) war. Some stayed for a shorter time, some forever.



Contemporary refugees may not be so well-known, but their stories are often just as impressive.

### Question

1) Find one of the mentioned famous refugees and indicate why they fled, which country they were from and which country they went to. Finally, indicate why they have become so well-known.



## STEP 3: WHY DO PEOPLE FLEE?

[Print](#)

War



Samar (42) lives in the Netherlands. She is originally from Syria.

*"It was in the middle of the night when we woke up by an enormous bang. My husband and I jumped out of bed and ran to our daughters. "We are going to die!", they shouted. That night the missiles kept falling around us. That night we decided to flee."*

The two countries that most refugees have fled from are Afghanistan (2.56 million) and Syria (2.47 million). By mentioning these two countries we have also struck upon the main reason to flee: war.

The war in Afghanistan has been going on for more than ten years, the war in Syria for more than four years. And now there is also the conflict about the self-proclaimed Islamic State, which is not internationally recognised.

### Prosecution

Religious conflicts are often the reason why people flee their country. Sometimes there are conflicts between Christians and Muslims (such as in Nigeria). Sudan, after a civil war, has been divided in the Islamic North-Sudan and the Christian South-Sudan. Sometimes there are conflicts between Islamic currents. The two largest groups are Sunni and Shiite Muslims. Syria's regime is supported by most Shites, the opposition is mostly supported by Sunnites and Christians.

86% of all refugees is taken care of by developing countries.  
Half of all refugees is still a child, younger than 18.



In the Netherlands, the government makes sure that its citizens are protected. Unfortunately there are also countries that do not protect their citizens properly. What is more: there are also citizens that are in danger because of their own governments. If these people run the risk of being arrested, tortured or even murdered, they flee. There are thousands of people who have left their country, because they fear prosecution because of their race or skin colour, religion, political conviction, ethnicity, or because they belong to a certain population or a certain group. People may also be prosecuted because of their sexual preference.

We will give you several examples:

Criticizing the government is not tolerated in White Russia. A journalist who had written critical words about president Alexandr Loekasjenko was almost arrested, because of 'unfounded fabrications' that affected Loekasjenko's 'honour and dignity'. The journalist had to leave the country immediately. In Iran several young men were hung, because they openly admitted that they were gay. Others managed to escape this fate by fleeing abroad.



### Ethnic cleansing

Often people are individually prosecuted, but sometimes well prepared, carefully planned and executed prosecutions of an entire ethnic group or a people occur. An example was the civil war in former Yugoslavia of 1991-1999. In this war, Bosnian Muslims were chased away from Bosnia-Herzegovina by Serbs. Many of them fled, but many Bosnians were arrested and murdered too. Mass-murders for the sake of ethnicity are called ethnic cleansing.

In 1992 Fikret Alic (in the middle), a Bosnian Muslim, made the news. He was filmed and his extremely skinny body appeared in almost every news journal in Europe and America. Many people compared his imprisonment with the concentration camps of the Nazi-era, and the world was horrified. Alic managed to escape the camp dressed as a woman. Nowadays he lives in Denmark.



The cyclone Pam caused on the islands of Vanuatu in 2015 for a huge havoc

### Natural disasters

People leave or are evacuated because of a natural disaster: an earthquake, a tsunami, a flood, an volcano outburst or a tropical storm.

Some disasters happen more gradually, such as the worldwide rising of the sea level or a dry period. Lowly situated islands, such as Kirbati and Tuvalu in the Pacific Ocean are in danger of disappearing under water in time. If this were to happen, the inhabitants of these islands would have to leave. Others have to leave their homes because, for instance, the soil has become unsuitable for agriculture because of a long period of draught.

People who have to flee because of all these reasons, are called ecological refugees.

### Questions

2) Give another example of ethnic cleansing.

3) Give two reasons why many ecological refugees find it easier to stay within the borders of their own country, or go back to their own country, than refugees who flee because of war or prosecution.



## STEP 4: DISPLACED PERSONS

[Print](#)

People who have to leave their homes, but who stay in their own country, are called 'displaced persons'. The reason why they fled is the same as for 'refugees' who flee abroad: war, prosecution and natural disasters.

Worldwide there are twice as many displaced persons as refugees. It is easy to explain why. Most people who flee for their safety are on foot. Sometimes they can make use of cars or trucks and buses, but most of them do not get very far and they cannot take much with them.

Besides, it is far easier to flee to a different area in your own country than to flee abroad (it saves people from all those difficult border checks). In your own country you know the language, the habits and it is easier to keep in touch with your family and friends.

In a refugee camp in Sulaymaniah Pepijn Hentenaar- employee of the Refugee Council meets Hade. He is only four, but since he is the only man, he is seen as the head of his family. Hade has to take care of his sisters, mother and aunt. His father has been kidnapped by IS. The local authorities now see him as the head of the family, and as the one who has to perform all official acts. The little boy feels this pressure too. In the refugee camp he is busy all day with his little carriage. Not to play. No, he gets water. He goes to the food distribution centre. He takes care of his family. Again, he is four...



© Pepijn Hentelaar



Another example why people flee within their own country is Colombia. This South-American country has 5.4 million displaced persons. Ana is one of them. She fled together with her three children. Look at the situation in Colombia and what Ana has to do with it.



Please note: the film is in Dutch; [click here](#) for a transcription in English.

Question

4) Where did Ana live? Why was her old dwelling not safe? Where is she safe?



## STEP 5: ASYLUM SEEKERS

[Print](#)

The concept asylum is derived from the Greek word 'asylon' and it means something like 'place that is not stolen from', a 'free place'. In the old Greece the 'asylum' was a temple or an altar where refugees were protected by God and could not be taken away by force. Now 'asylum' means a shelter that offers protection against danger and prosecution.

An asylum seeker is someone who seeks asylum, or: who asks for protection. To get it right completely: only political refugees who apply for asylum, get permission to stay. The person who seeks asylum does so because he or she is prosecuted because of his or her religious, political or syndical beliefs (syndical= concerning the trade union).

Many trade union leaders, who were fighting for better rights for the workers, have had to fear for their lives. Someone who applies for asylum because of, for instance, a natural disaster, cannot be given asylum.

Armand was a political asylum seeker. In Congo, Armand studied English and French, and he had a good job in the hospitality sector. Armand openly turned against the ruling regime and he was forced to flee for his life. He had to leave his two daughters behind.



© Wereldbeelden/Werk

Armand was determined to make something good of his life in the Netherlands, but his asylum procedure went painstakingly slowly. "They were seven exhausting years", Armand recounts. On the day that he got recognised, he had already arranged a fish trading job in Katwijk. In addition to his work, Armand took a hotel management training course at the ROC. Part of his studies was an internship at the NH hotel in Kijkduin. There people noticed him, and during his studies he was already offered a job. Meanwhile Armand has a full-time job as a floor supervisor, but Armand has not finished studying yet. In the future he hopes to be able to take higher education courses.

In the media the concepts 'refugees' and 'asylum seekers' are often used for the same persons. And to make it even more confusing, Dutch law uses a different concept for 'refugee' than the one used in daily language and in the media. Furthermore, the UN uses her own definition.

Below, we will list the three definitions of 'refugee':

1. In daily language and the media: A refugee is someone who has left their home to seek protection elsewhere.
  2. Definition of the UN: a refugee is someone who has left their home to seek protection abroad.
  3. Dutch law: a refugee is an asylum seeker who is recognised and can stay in the Netherlands (temporarily) to live and to work there.
- An asylum seeker who is not recognized, is supposed to leave the Netherlands. If they do not do that, they have become an illegal resident. If they appear to be an illegal resident in the Netherlands, during a verification check-up, they can get a prison sentence or they can be sent back to his country of origin by force.

*Question*

5) Which statement is correct?

- a) An asylum seeker is a refugee
- b) A refugee is an asylum seeker

Explain your answer.



## STEP 6: FINAL PRODUCT- THE FLIGHT SUITCASE

[Print](#)

Imagine, several of your relatives have been arrested at your house. A number of your friends have also disappeared all of a sudden. Nobody has ever heard from them again. Rumour has it that it is your turn now. You decide not to wait for this to happen and leave immediately.



Indicate:

6a) What you would miss most of all if you would have to flee?

6b) You are allowed to take two things in your suitcase: one material item and one immaterial item.

What would be most useful for you?

You will process your answers in a tweet, brochure, blog or another type of creative expression.



## INTERNATIONAL CONVENTIONS AND ACTIONS: INTRO

[Print](#)



In various official documents the world has defined who a refugee is. Not only in words, but also in concrete acts, in the shape of the foundation of organizations that help refugees. And to help to get more understanding for their position, the refugees got their own UN flag.



## LEARNING OBJECTIVES

[Print](#)



*This project is connected to the Sustainable Development Goals also known as Global Goals*

At the end of this lesson:

- You will know how the Universal Declaration of Human Rights has come into existence.
- You will know the contents of the article about the right to asylum in the UDHR.
- You will know the Refugee Convention and you will know which reasons to flee are recognised according to the convention.
- You will know why African countries were not happy with the Refugee Convention of the UN and implemented their own convention, which goes further than the stipulations in the UN convention.
- You can name two UN organisations that help refugees and displaced persons.
- You will know why the UN has invented World Refugee Day.

At the end of this assignment you will know the meaning of the following concepts:

- \*Universal Declaration of Human Rights (UDHR)
- \*Refugee convention
- \*African Refugee Convention
- \*United Nations High Commissioner for Refugees (UNHR)
- \*Office for the Coordination of Humanitarian Affairs (OCHA)
- \*World Refugee Day

### Final product

As the final product of this assignment you will think of an **activity in honour of World Refugee Day**, with three other pupils. Anything is possible, but please consult your teacher first.

### Assessment

The final product will be graded by your teacher.

Your teacher will grade the assignment based on the following:

- **Content:** Does your creative assignment show how important it is that as many people as possible know about the position the refugees are in?
- **Form:** Was your creative assignment made with care?
- **Language mistakes:** Do your answers to the questions and the final assignment not contain too many language mistakes?

### Group size

You will do this lesson by yourself. The final product will be made in small groups.

### Time

For this assignment you will need two hours.



## STEP 1: UDHR AND ASYLUM RIGHT

[Print](#)

Shortly before and during the Second World War millions of people tried to flee from Germany and the countries that were occupied by the Nazi's. Often in vain. For instance, the Dutch government tried to stop German Jews from entering their country as much as possible between 1933 and 1940. Partly because the Netherlands wanted to stay neutral, on the other hand because of the good trade relations with Germany.



In the years until 1938 legislation became more and more strict. The customs police got clearer instructions: only 'well-to-do' refugees were admitted or refugees whose lives were in danger, and could prove that. Shortly after the Second World War Europe was flooded by refugees from East-Europe, who had left their country -if possible- out of fear of the Russian communist regime.

Both events had great influence on drawing up the Universal Declaration of Human Rights (UDHR). The text of the UDHR was written by a committee of professionals. The chairman of the commission was Eleanor Roosevelt. She was the wife of the late president Franklin D. Roosevelt of America. Other members of the committee were a lawyer from France, a historian from China, a former president from the Czech Republic, a diplomat from Chile, a magistrate from Panama and other professionals from Uruguay, Iran, Mexico, India and the Soviet Union.

On 10 December 1948 the UDHR was accepted by the UN. Nobody voted against. However, several countries decided not to vote. Four Muslim countries voted blank (including Saudi Arabia), because the UDHR would be opposed to the Islam (in particular the article about the freedom of religion was a thorn in their eyes). The representative of Pakistan, one of the largest Muslim nations, thought that the UDHR was specifically not anti-Islam.

The Soviet Union voted blank too, just as the countries in East-Europe, that were under Soviet-Russian influence. They did so in spite of the fact that the text was drawn up by a professional from the Soviet Union. The Soviet Union thought that the rights in the UDHR were aimed too much at political freedom for individual citizens. The Soviet Union pleaded for more attention to social, economic and cultural rights (such as the right to food and the right to education). These rights are mentioned in the UDHR, but are only mentioned after the political rights.

South-Africa voted blank too, especially because of article 1, which states that all human beings are equal. At the time Apartheid still existed in South-Africa, which allowed the discrimination of black people in South-African law.



An important article of the UDHR is article 14:

*Everyone has the right to seek and enjoy asylum in other countries asylum because of prosecution.*

Article 14 is an important article, but a refugee who seeks asylum cannot demand protection based on the UDHR. The UDHR is a declaration, a solemn promise without legal power.

Because of this reason the UN introduced the Refugee Convention in 1951.

### Question

1) In your own words, explain the difference between a declaration and a convention.

*Eleanor Roosevelt with the UDHR*



## STEP 2: REFUGEE CONVENTION

[Print](#)

In 1951 the international Convention relating to the Status of Refugees, better known as the Refugee Convention, was accepted by the UN. The convention defines a refugee as follows:

"A person who, owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it."

The convention does not only indicate who is eligible for the status of refugee, but also that a recognised refugee should be granted asylum by the country where an asylum application was made.

Every UN member state who signs this convention (currently there are about 150 states who signed) are obliged to admit refugees from other countries. That country is not allowed to deport these people or send them back if they have to fear being prosecuted or if their lives are in danger.

At the moment the convention is limited to Europe. The convention also determines the rights of refugees from conflict situations before 1951. By doing so it referred to the events in the Second World War and communist repression in the Eastern bloc countries.

More and more objections were made against this geographical stipulation and against the time stipulation 'events, which took place before 1 January 1951'.

The reason for this was that people were fleeing outside of Europe and after 1950 too. In 1967 those geographical and time limitations were removed from the convention. From this moment everybody who fled out of fear for prosecution based on political conviction, race or belonging to a people or social group, was recognised as a refugee.



**Niemand wordt  
zomaar vluchteling**

Sill, not everybody was satisfied, especially in Africa. Between 1950 and 1970 more than 30 African countries became independent. Often this occurred after a (civil) war and many Africans felt forced to flee because of the war violence in their country. Not prosecution, but war violence was the most important reason why people fled.

In 1969 the Organization for African Unity (OAU) implemented the Convention Governing the Specific Aspects of Refugee problems in Africa, also called the African Refugee Convention. This convention also recognizes people who have to flee as refugees because of war or other violence on a large scale. Most countries -including the Netherlands- also started using this more extensive description of refugees.

*Question*

2) The Refugee convention needed 83 words to define who should be recognised as a refugee. What is the key word that determines that a country may not refuse or send a refugee back?

*In the poster: Nobody becomes a refugee for no reason*



## STEP 3: UNHCR AND OCHA

[Print](#)

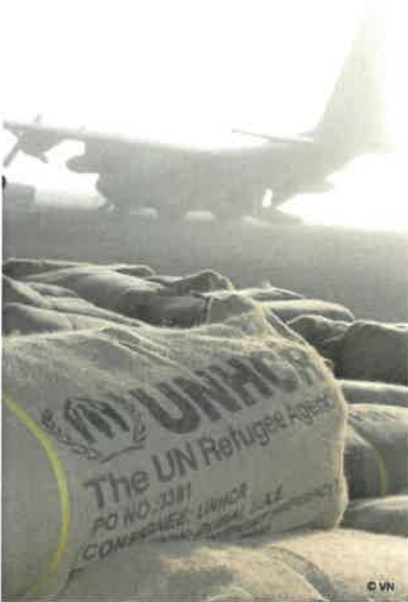
The United Nations did not just create the Refugee Convention, they also offered the refugees concrete help. In order to do so, the United Nations High Commissioner for Refugees (UNHCR) was established.

The first High Commissioner who led the organisation was Dutch: Gerrit Jan van Heuven Goedhart (1951-1956). Ruud Lubbers was also a High Commissioner (2001-2005).

The objective of the UNHCR was: protecting and supporting refugees by offering them reception, return or establishment in another country, 'until the refugee problem is solved'.

The objective includes 'in another country', because only people who have fled abroad are seen as refugees according to the Refugee Convention. But from the beginning the UNHCR has also helped refugees who had not crossed the borders of their country yet, the so-called 'displaced'.

According to the Refugee Convention only people who have fled because of prosecution are refugees. But -like the African Refugee Convention- the UNHCR also helps refugees who have fled because of war violence. And finally, the UNHCR also helps victims of natural disasters.



The UNHCR has its own funds (given to them by the member states of the UN), but also sees to the (emergency) aid that the member states of the UN and private organisations give to refugees.

From 2001 onwards the UNHCR has given extra attention to refugees who are returning home, when the war is over or a malevolent government has disappeared. They get medical and other care and help rebuilding their country. The UNHCR also supports them to readjust again in their native country. This is important, because refugees and displaced persons who have returned have often stayed away for years.

Four in every five refugees get aid from the UNHCR (in 2013 42 out of 51 million refugees), but not everybody can be reached. It is particularly hard for UNHCR to help in complicated emergency situations and natural disasters. In order to react more effectively in complicated emergency situations, the UN has founded the Office for the Coordination of Humanitarian Affairs (OCHA).

OCHA has offices in about 20 countries, and they are never far away from the vulnerable regions in Africa, Asia and Latin-American countries. OCHA and UNHCR often work together to give shelter to displaced persons and refugees.

*Parcels of UNHCR with tents, tarpaulins and mosquito nets. In a field in Dadaab, Kenia, after a disastrous flood*

### Question

3 ) Give concrete examples of the help that refugees and displaced persons can use when they want to return home.



## STEP 4: WORLD REFUGEE DAY

[Print](#)

In order to create more understanding for the position of refugees in the world, the UN invented World Refugee Day in 2000. Every year on June 20 we pay special attention to refugees.

World Refugee Day is celebrated in more than a hundred countries, often organised by the national department of the High Commissioner for Refugees, in cooperation with private organisations, which are helping refugees and displaced persons. In the Netherlands those organizations include Amnesty International, the Refugee Foundation, the Refugee Council and the Foundation for Refugee Students.



Angelina Jolie is a celebrated American actress and a goodwill ambassador for the UNHCR. She is also involved in the organisation of World Refugee Day. She requests attention for refugees at World Refugee Day in this film.



*Question*

4) Why would UNHCR want to work with goodwill ambassadors (there are more than ten from different countries)?



## STEP 5: FINAL PRODUCT – THINK OF AN ACTION IN HONOUR OF WORLD REFUGEE DAY

[Print](#)

Every year on June 20 we celebrate World Refugee Day in the Netherlands. This year you will think of an activity to create more understanding for the situation of refugees all over the world.

Write a campaign plan with a group of pupils for an activity on that day. You will brainstorm about possible ideas and you will try to realise this activity as well (at school, in your district, village or city).

Good luck!



*Logos from various countries*



**WORLD  
REFUGEE DAY**



## REFUGEE CAMPS: INTRO

[Print](#)

Most displaced persons and refugees end up in a refugee camp, and half of them are children. In the camp they get shelter, food, medical care and sometimes education. The camps have turned into a mini society, with the same daily activities and cares as we see in an ordinary society.



## LEARNING OBJECTIVES

[Print](#)



*This project is connected to the Sustainable Development Goals also known as Global Goals*

At the end of this lesson:

- You will know that most displaced persons and refugees are given shelter in a refugee camp.
- You will know a refugee camp by name.
- You will know that many refugee camps are overcrowded
- You will know that shelter in a camp can lead to big problems, especially where medical care is concerned.
- You will know several personal stories of refugees in one of the camps.
- You will know that especially children often have a difficult time in the camps and often do not get any education.
- You will know that various UN and private organisations help displaced persons, refugees and children.
- You will know that a refugee will stay in a camp for an average number of 17 years.

At the end of this assignment you will know the meaning of the following terms:

- \*Refugee camp
- \*Doctors without Borders
- \*War Child
- \*Unicef
- \*School in a Box
- \*Refugee Republic

### Final product

As the final product of this assignment you will process everything that you have heard, seen and read in a **visual impression of a refugee camp**, together with a group of your classmates.

Besides, you will make at least two, but preferably all four of the virtual tours in Refugee Republic.

With this creative impression you will show that you have reached your teaching objectives.

### Assessment

The final product will be graded by your teacher.

When your teacher is evaluating your assignment, he/she will pay special attention to:

- **Content:** Does your own refugee camp show what life in a camp is actually like?
- **Form:** Was your creative assignment made with care?
- **Language mistakes:** Do your answers to the questions and the final assignment not contain too many language mistakes?

### Group size

You will work by yourself for this lesson. The final product will be made in small groups.

### Necessities

A computer with an internet connection: <http://www.volkskrant.nl/refugee-republic>

### Time

For this assignment you will need two hours.



## STEP 1: SHELTER

[Print](#)

People are usually fleeing in a rush. That is why they only take their most important possessions with them. If they are lucky they will find shelter elsewhere. Most refugees and displaced persons end up in a refugee camp. The smaller camps give shelter to hundreds of displaced persons or refugees, and the largest ones give shelter to hundreds of thousands of them.

Farija is 13 years old. After having walked through Somalia for days she arrived at the border between Somalia and Kenya with her family. At the border they were taken to camp Dabaab in Kenya. Dabaab is the largest refugee camp in the world. About 400,000 refugees live there.



Farija fled to Kenya and tells her story:



Please note: the film is in Dutch; [click here](#) for a transcription in English.

While they were travelling, they could only eat wild fruit and leaves of trees. They could not wash themselves or use the toilet. However, in the camp they get clean water and toilets. Farija is safe now, but Dabaab itself faces big problems. Every day more refugees arrive. Food and water have to be supplied from afar, for- just like most refugee camps- Dabaab is situated in an infertile area. Dabaab is situated in a dry and arid area, and during the day the temperature can rise up to 40 °C degrees.

In the refugee camp in the Bekaa Valley in Lebanon they are facing very different problems:



Please note: the film is in Dutch; [click here](#) for a transcription in English.

#### Questions

- 1) Why are most refugee camps situated in an arid area?
- 2) Why did Farija flee from Somalia?
- 3) What is the entrance procedure for the first few days at refugee camps?
- 4) What is the biggest problem of the camp in the Bekaa Valley?



## STEP 2: MEDICAL CARE

[Print](#)

People who live in refugee camp also get medical aid. One of the organisations that provides this aid is Doctors Without Borders (MSF). MSF has established health posts in refugee camps for emergency aid. If a patient is very ill, they are transferred to a hospital in the area.

How problematic the situation in a refugee camp is, can be seen in a camp in Jamam (South Sudan):.



Please note: the film is in Dutch; [click here](#) for a transcription in English.

One of the employees of MSF is Angelique Pouwels (on the right). Nine months a year she works as a nurse in a hospital in Nijmegen and the other three months she works for MSF. She has worked in a camp for Afghan refugees in Pakistan, amongst other camps. There she is founding a food centre. Malnourished children can become stronger here. Malnourished children who are given shelter in the camp, are weighed and measured. They then go to the centre. There they are put on a special diet that includes porridge and milk. Pouwels explains why new refugees, who arrive in her camp, always have to go the post first.

If they are younger than 15, they will be vaccinated against measles there. After that they have to go back several times to be vaccinated against other diseases. Measles and other contagious diseases can be dangerous in a refugee camp. Too many people live close together there. Someone who is ill, can infect a lot of other people in a short period of time.

Employees of MFS also give information to pregnant women and they help during and after delivery.

Hygiene is very important in a refugee camp. Bad hygiene is an important cause of the outbreak of diseases. That is why Pouwels and her colleges also tell the camp inhabitants how to keep themselves, their tents and the camp clean.

In order to do so, clean water is vital. MSF also provides this. The water is pumped from a well and is taken to the camp in a tank. There it is pumped into plastic sacks of 10,000 to 15,000 litres. From every sack there is a pipe line that is connected to a tap that people can tap water from. People do have to add chloride before they drink it, because the water contains bacteria that can make you ill.

*Question*

5) Why is the situation in the refugee camp Jamam so problematic?



### STEP 3: CHILDREN

[Print](#)

Children have the right to grow up in peace. Children also have the right to develop healthily, in a safe environment.

Unfortunately, millions of children grow up in circumstances of war that have a devastating influence on their development. Violence, abuse, neglect, and loss prevent them from being normal children.

They are forced to leave their safe environment with (one of) their parents or alone. Normal daily activities, such as playing or going to school are no longer possible.

Half of all refugees and displaced persons who arrive in a refugee camp are children. A refugee camp offers shelter, food, medication, but most of all safety. What is only too hard for them to leave behind are their memories of what they have experienced in the war. Amjad tells about life at home and in the refugee camp in this UNICEF video:



Please note: the film is in Dutch; [click here](#) for a transcription in English.



Organisations funded by the UN and private organisations, such as War Child, try to let children be children again. They use music, acting and sports as weapons against fear, depression and aggression.

These are tried methods that really help!

A tried method for older children in refugee camps is to let them improve their own lives and the life of other children and young people. How? You can see that in the film below:



Please note: the film is in Dutch; [click here](#) for a transcription in English.

*Question*

6) How do young people try to improve the situation in the camp?



## STEP 4: EDUCATION

[Print](#)

As long as people in a refugee camp cannot return home, they stay dependent on social workers for food and medicine. When children have been in a refugee camp for a longer time, they often get an education there too. This is also a part of the aid. That way, children are better prepared when ordinary life will start again.

To be able to teach in a refugee camp accommodation and supplies are needed. Often tents are used as classrooms. Sometimes there are also school buildings or school rooms and work places. Apart from that there are also school books, notebooks and other learning aids, and of course, teachers should not be forgotten here either. Sometimes there are inhabitants in the camp who happen to be teachers.

Unicef, the children's fund of the UN, helps to provide education in refugee camps. Unicef sends boxes with learning aids. School in a Box. These boxes are meant to give primary school education.

Every box consists everything a teacher needs to give lessons to two classes of forty pupils. The boxes include text books, pencils, erasers, scissors and all kinds of things to teach children to read, write and do arithmetic. The box also includes a special kind of paint. If this paint is spread on the inside of the box lid, this inside can be used as a blackboard!

Many materials in the box can be used in all countries. The books are written in the language of the country where the box is used. Toys and musical instruments are also adjusted according to the country the box is intended for.



With School in a Box, a teacher is able to found a school in a tent, a hut or even under a tree, if necessary. It only takes little time to do so.

These types of teaching boxes were used for the first time in Rwanda in 1994. There numerous people and children had fled because of the war and mass murders. Later they were used in a great many more refugee camps.

*The school in a refugee camp. The classroom is a tent.  
The materials are from School in a Box.*

18 year old Deck has lived in a refugee camp in Kenya all his life. He had to flee from the war in his country Somalia with this mother and two sisters. In the camp he goes to school. All he wants is to go to school and to study:



Please note: the film is in Dutch; [click here](#) for a transcription in English.

**Question**

7) Deck is very motivated to learn. What is his eventual goal? Why is education so important to him?



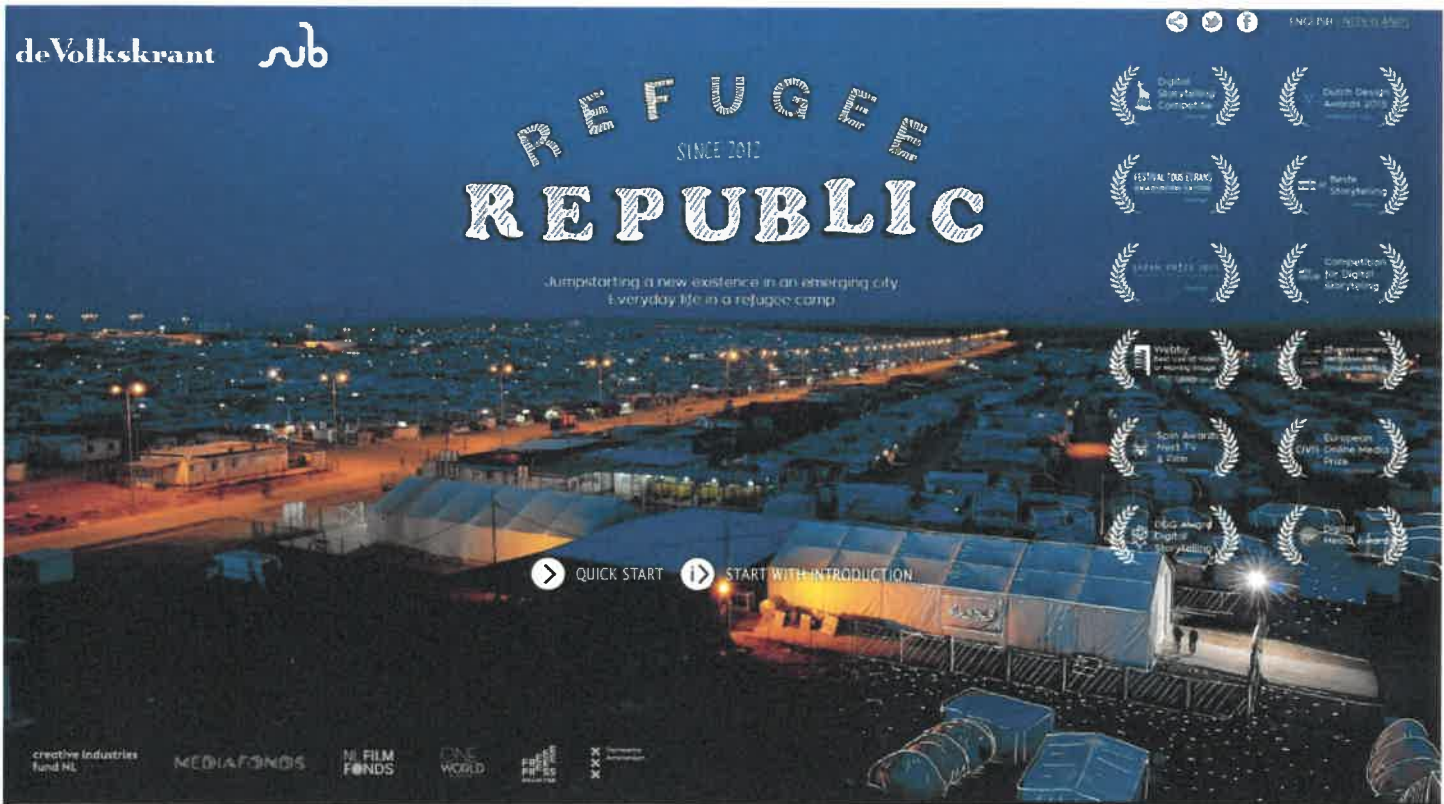
## STEP 5: FINAL PRODUCT – REFUGEE REPUBLIC

[Print](#)

We have got to know the refugee camps as temporary emergency solutions, but worldwide refugees live in one type of shelter or another for seventeen years on average.

The hundreds of refugee camps in the world are increasing rapidly and are becoming mini-societies, with refugees as citizens and aid organizations as governments. Just like all other people, refugees try to improve their work situation, they go to the baker's, look for jobs or they start their own businesses, look for entertainment, fall in love, argue with the neighbours, marry and have children, who, in their turn, have to go to school too.

Refugee Republic is an interactive documentary about everyday life in one of the refugee camps, the Syrian refugee camp Domiz in North Iraq.



Go to <http://www.volkskrant.nl/refugee-republic>.

Tip: switch on the sound!

Click 'Start' or 'Start introduction'.

You will see four virtual walks through the camp. Choose one of the four walks::

Answer the question that goes with your walk:

CAMP CONSTRUCTION  
ROUTE



CAMP SMART  
ROUTE



CAMP LIFE  
ROUTE



CAMP MONEY  
ROUTE



- Walk camp BUILDING: how many steps does it take to go from a tent to a house?
- Walk camp SMART: How many primary schools does your camp have?
- Walk camp LIVING: What does a tent look like from the inside? What kind of things do you see there?
- Walk camp MONEY: How many tuk-tuk drivers are present in the camp?

Take what you have heard, seen and read in step 1-4, the walk. Use this to make a poster, PowerPoint presentation or a film of your own refugee camp.

Good luck!



## ASYLUM POLICY: INTRO

[Print](#)

In this lesson we will look at the asylum procedure in the EU and in the Netherlands, which steps an asylum seeker has to take during the procedure and which possible decisions can be taken. We will particularly look at which possibilities an asylum seeker has who has exhausted all legal remedies. To go back -voluntarily or forced- or to stay anyway?



## LEARNING OBJECTIVES

[Print](#)



*This project is connected to the Sustainable Development Goals also known as Global Goals*

At the end of this lesson:

- You will know that an asylum seeker can only apply for asylum in one country within the European Union.
- You will know that the EU works with one Communal European Asylum Policy.
- You can describe the steps in an asylum procedure.
- You will know the exception to the Refugee Convention that obligates governments to grant asylum to refugees whose lives are in danger, and you will know what Article 1F stands for.
- You will know what possibilities an asylum seeker has who has exhausted all legal remedies.
- You will know about the bed-bath-bread arrangement and you will know why this causes a lot of insecurity.

At the end of this assignment you will know the meaning of the following concepts:

- \*Dublin Convention
- \*Dublin Regulation
- \*Communal European Asylum Policy
- \*Asylum procedure
- \*Immigration and Naturalization Department (IND)
- \*Dutch Refugee Council
- \*Central Reception Location (COL)
- \*Registration Centre (AC)
- \*Asylum Seekers Centre (AZC)
- \*First Hearing
- \*Further Hearing
- \*Article 1F
- \*Residence Permit
- \*International Organisation for Migration (IOM)
- \*Exhausted all legal remedies
- \*European Committee for Social Rights (ECSR)
- \*Bed-bath-bread arrangement

### Final product

As a final product of this assignment you will describe a day of your life in your role as an asylum seeker who has exhausted all remedies, by yourself or together with a classmate.

With your **diary** you will show that you have achieved the teaching objectives.

### Assessment

The final product will be graded by your teacher.

Your teacher will grade the assignment based on the following:

- **Content:** Does your diary show what an asylum seeker who is out of options is going through?
- **Form:** Was your creative assignment made with care?
- **Language mistakes:** Do your answers to the questions and the final assignment not contain too many language mistakes?

### Group size

You will work by yourself for this lesson. The final product will be made by yourself or in pairs. If you work in pairs, you are expected to write a longer page..

### Time

For this assignment you will need two hours.



## STEP 1: FROM DUBLIN TO CEAP

[Print](#)

In 1957 Belgium, France, Italy, Luxembourg, the Netherlands and West-Germany established the European Economic Community (EEC). More and more countries joined these six countries. The EEC became the European Community (EC) and got more and more tasks. In 2009 27 countries had joined the EC, and the EC was followed by the European Union (EU). Nowadays the EU has 28 member states.

Within the EC/EU it was agreed that the internal border checks would be abolished and that the countries would determine together who was responsible for handling an asylum application based on the Refugee Convention.

In 1997 this was established in Dublin (Ireland) in a convention with the long name:

*Convention determining the State responsible for examining applications for asylum lodged in one of the Member States of the European Communities*, in short, called the Dublin Convention, or later the Dublin Regulation.



The agreements were:

- The country where the asylum seeker arrives, will deal with the application.
- If an asylum application is approved, that country will grant a residence permit to the asylum seeker, or a visa.
- If an asylum application is rejected, that country will see to it that the asylum seeker will be sent back to their native country.
- An asylum seeker can only apply for asylum in one country.
- The member state where the first asylum application was made, is obliged to take the asylum seeker back if they reside in another member state and applied for asylum there once more.

Soon complaints were heard about these agreements.

One of the complaints was that the asylum applications were not dealt with equally in all EU countries. Some countries spent much more time doing so than other EU countries. Some countries followed other rules when dealing with the asylum applications than other countries. And if asylum seekers became recognized refugees, they got more support in some EU countries than in others. In short: there was no unity.

Another complaint was the unfair division of the number of asylum seekers. Because of the (civil) wars in Africa and the Middle-East a lot of people were forced to flee. The civil war in Syria alone caused about three million refugees. Italy had to deal with a great many more refugees than the other EU countries.



The EU countries established a Communal European Asylum Policy in 2014. Asylum seekers within the EU would be treated in exactly the same way within every member state. However, the unfair division of the number of asylum seekers stayed as it was. The southern EU countries wanted equal treatment, but the northern EU states persisted in keeping things as they were.

On the 28th of February 2011 the Dutch prime-minister Rutte was interviewed by the television program Pauw & Witteman. Paul Witteman asked Rutte: "Isn't that a little unfair? For that is the country that happens to be the closest. And that is usually Italy."

Mark Rutte answered: "Well, that is just bad luck for them. Countries have advantages and disadvantages, because of their location."

**Question**

1) Do you think this arrangement is unfair or not? Do you think a country should not have any disadvantages from its geographical situation? Who do you agree with, Witteman or Rutte? Explain your answer.



## STEP 2: THE WAY TO ASYLUM

[Print](#)

An asylum seeker who arrives in the Netherlands, has to go to the central reception location, in Ter Apel in the province of Groningen. There the asylum procedure starts. During the asylum procedure the Immigration and Naturalisation Department decides if someone has a right to a residence permit

From Ter Apel asylum seekers are brought to one of the accommodation centres in the country: Ter Apel, Den Bosch or Zevenaar. At Schiphol there is a special accommodation centre for asylum seekers who have arrived in the Netherlands by airplane (these asylum seekers are skipping the central reception location).



In the accommodation centre asylum seekers get time to rest and prepare themselves for their asylum procedure. This so-called rest and preparation term takes at least six working days. During this period they get information from an employee of the Refugee Council and they see their lawyer.

Asylum seekers also get medical advice during the rest and preparation term. This advice indicates whether they have physical or mental disabilities that the IND (Immigration and Naturalization Department) should take into account. Deafness, for instance, or a trauma. Meanwhile, the IND goes through the documents and establishes the identity of the asylum seeker.

After the rest and preparation term the general asylum procedure starts for the asylum seeker. This period takes maximally eight days. During the first four days the procedure is the same for all asylum seekers: first hearing.

- Day 1: An IND-employee speaks to the asylum seeker to establish their identity, nationality and travel route. This is called 'first hearing'.
- Day 2: The asylum seeker can speak to his/her lawyer about the first hearing and prepare for the second hearing.
- Day 3: During the second (or further) hearing the asylum seeker tells the IND-employee why they fled. Based on this information the IND takes a decision about the asylum application. Therefore further hearing is very important. The asylum seeker may ask for an employee of the Refugee Council or their lawyer to be present.
- Day 4: The asylum seeker speaks about the second hearing with his/her lawyer. The lawyer may pass on improvements and additional information of the hearing to the IND.

In the coming four days various things can happen:

- A: The IND-employee has enough information to take a decision.  
The IND-employee needs more information. For instance, to establish what nationality the asylum seeker has. Sometimes research in the native country of the asylum seeker is necessary. If more
- B: information is needed, the asylum seeker has to follow the extended asylum procedure. This period can take maximally six months. During this time the asylum seeker will stay in a reception centre. There are dozens of these centres.



You can look up the entire process in this instruction film of the Refugee Council:



Please note: the film is in Dutch; [click here](#) for a transcription in English.

### Questions

- 2) How many days are there minimally between an asylum application and the acknowledgement as a refugee?
- 3) How many months can there maximally be between an asylum application and the rejection or granting of such a application?



## STEP 3: ARTICLE 1F

[Print](#)

The Refugee Convention obligates governments to grant asylum to refugees whose lives are in danger. There is one exception. Article 1F of the Refugee Convention determines:

*A refugee may be excluded from asylum if there are serious suspicions that a person in his or her country of origin has been guilty of a war crime or a crime against humanity.*

If article 1F is executed well, surely nobody can be against that. We do not want any war criminals in the Netherlands, do we? Even so, there are a lot of problems executing article 1F in the Netherlands, especially with a particular group of Afghans in the Netherlands. What is going on?

Between 1978 and 1992 Afghanistan had a communist government with two separate security services. In 2000 the Dutch government decided that all petty officers and officers of these security services had been guilty of crimes, in a secret situation report.

All Afghan refugees are collectively and automatically excluded from asylum if they have been (petty) officers for one of the secret services. In order to be acknowledged to apply for asylum, they have to prove their innocence. However, not one single Afghan has managed to prove their innocence, as reliable papers are no longer available and besides, nobody knows what is mentioned in the secret situation report.

Amnesty International, the Refugee Council, UNHCR, the Afghan government and the Embassy of Afghanistan in the Netherlands are very critical of the secret situation report. They are very doubtful if the situation report is correct. The UNHCR has already concluded in a report of 2008 that not all (petty) officers were part of torture practices and war crimes. These organisations have asked the Dutch government to publish the situation report, so that they can check whether the situation report is correct, but the government refuses to do so.

There are a great many consequences for these Afghan refugees. In 2014 and 2015 there was a lot of criticism when the former police officer Amiri was deported. He had lived in the Netherlands for more than 18 years, together with his family. The entire family got the refugee status, but after four years father Amiri's refugee status was withdrawn, based on the secret situation report of 2000. After a lot of hustle he was deported by force. See what his children say about this:



© Stichting Artikel 1F



Please note: the film is in Dutch; [click here](#) for a transcription in English (until 02:04).

### Questions

- 4) You can reason that article 1F from the Refugee Convention goes against the Universal Declaration of Human Rights. Explain why this is the case.
- 5) Do you think that the Dutch government should publish the secret situation report? Explain your answer.



## STEP 4: REJECTED, AND THEN?

[Print](#)

During the asylum procedure the Immigration and Naturalisation Service (IND) decides whether an asylum seeker has the right to a residence permit. What happens when an asylum application is rejected?

The asylum seeker can do three things. Two of them are legal, the third is not:

- 1) Appeal
- 2) Return of their own accord
- 3) Become an illegal resident

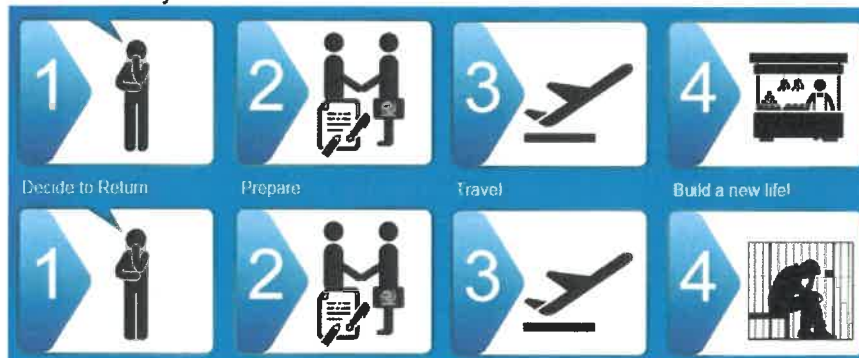
### 1. Appeal

The rejected asylum seeker can appeal. The judge then will not check the contents of the application. However, the judge can examine whether the asylum application has been dealt with carefully and if the decision does not violate legislation and international conventions.

### 2. Return of their own accord

If an asylum application is rejected, an asylum seeker has 28 days to leave the Netherlands. Some people leave voluntarily, others are forced to leave the country by the military police.

An asylum seeker who chooses to leave voluntarily, can get support. This can be financial support, but also support other than money, for instance to found a company in the country of origin. The International Organization for Migration (IOM) can also offer help when people leave voluntarily.



Above: an official drawing of the IOM

Below: a parody of the drawing of the IOM

Asylum seekers who have exhausted all legal remedies, can be forced to leave the country by the Royal Military Police and the Foreigners Police.

### 3. Become an illegal resident

An asylum seeker whose asylum application has been rejected and who is not willing to leave voluntarily within 28 days, can run away from the reception centre and start living on the streets as an illegal resident.

Some asylum seekers become illegal residents, because they have no other options. Many asylum seekers do not have any legal papers. Without these documents it is very difficult for the Netherlands to let them return to their country of origin. The countries of origin are then asked to provide a replacing travel document, that someone can use to return. However, not all embassies are willing to cooperate. The embassy of Eritrea and Ethiopia for instance, hardly ever cooperate. They will simply say that this person is not from Eritrea or Ethiopia, and it is impossible to prove that you were in fact born there....

Also read this cry from an asylum seeker who has exhausted all means, in the Volkskrant of 21 April 2015:

*"I am a refugee and I am here! Not to get a fridge or a car, or because I like it here so much. If my country would be safe, I would be there. If I could study or work there! If I could choose myself who I want to marry and found a family with.....If I wouldn't be locked up".*  
*If we, refugees, could live safely, we wouldn't have left everything behind. Would we really leave all our families, friends and acquaintances for money? For a country that we don't know yet? A country that is thousands of kilometres away from ours?*





You don't flee because it's so much fun.  
The right to exist!  
Stop the criminalization of refugees in need

*This asylum seeker who has exhausted all legal remedies doesn't occur in the story.*

*"Refugees who have exhausted all legal remedies have to leave the country. But in reality it is almost impossible. I cannot and dare not go back. I cannot go to another country and apply for asylum there either because of the European conventions. I do want to work and pay taxes, go to school. But this opportunity is not given to us, is it?"*

*We haven't been able to do anything, because we had to wait for a residence permit.*

*In the long time that we waited, we could have worked and studied. Now it costs the government more and more. And now I am an illegal resident. How can we help to build society if we are illegal residents? The government keeps blaming us for not going back, but the government refuses to see that this is not possible, and its policy has to change.*

*Refugees have a lot of talents. They want to contribute to society and they want to belong to it.*

*Let's try to make this possible. I am a Somali woman, born in Saudi Arabia and I lived in Yemen, but I had to flee. I cannot go back to any one of those countries."*

*Ilham Awees (31), rejected refugee,  
five years in the Netherlands, no permanent place of residence.*

#### Questions

6) Think of a subscript for the two drawings about IOM.

7) Explain why the Dutch government wants to (financially) support asylum seekers that have exhausted all means when they are returning voluntarily?



## STEP 5: BED-BATH-BREAD

[Print](#)

No-one knows how many illegal residents are staying in the Netherlands. We do know how many asylum seekers left the Netherlands (voluntarily or by force) after exhausting all legal remedies in 2012: 10,280. These are the most recent figures.



Interview with professor Spijkerboer / Please note: the film is in Dutch; [click here](#) for a transcription in English.

Asylum seekers who are not willing to (or cannot) return to their native country do not have any prospects. Until recently, the Dutch government did not want to co-operate to provide shelter for them of any kind. Human rights experts of the United Nations made an urgent request to the Netherlands in 2014 to arrange shelter. UN reporter Philip Alston said it is very sad that the Netherlands "did not even want to spend 0,01 per cent of their annual budget account on help to people who live in absolute misery and poverty."

The European Committee for Social Rights (ECSR) stated in November 2014 that asylum seekers who have exhausted all remedies also have a right to shelter in a reception centre. "Exclusion of shelter has to stop, because it gets the persons involved in a position of extreme helplessness. This goes against their human dignity", the committee wrote. Subsequently, Dutch municipalities have established simple shelter locations, against the will of the government.

The Dutch government took the Committee of Ministers to court against the decision of the ECSR. However, it was decided that the Netherlands had to provide shelter for the asylum seekers who had exhausted all means, also called the bed-bath-bread arrangement, because the Netherlands too, had put its signature under various UN and EU conventions.

In April 2015 the government introduced the bed-bath-bread arrangement mentioned below:

- Five Dutch municipalities get provisions where asylum seekers who have exhausted all means can get shelter: Amsterdam, Rotterdam, Utrecht, The Hague and Eindhoven.
- Ter Apel, which already has a reception centre, will get a similar bed-bath-bread provision will be established.
- Other municipalities have to stop giving shelter to asylum seekers who have exhausted all remedies.

Asylum seekers who have exhausted all remedies can stay in the reception centre for maximally six weeks.

- In that time they have to start preparing for their return to their native country.



Marjan Sax, spokeswoman of the action group 'We are here', which supports asylum seekers in Amsterdam who have exhausted all means, thinks it is not sensible that the shelter in smaller municipalities is stopped. "In the past this didn't work either. People will start wandering the streets then. Because of technical reasons these people cannot go back, for instance, because embassies are not willing to co-operate. This concerns an agreement of politicians who want to put a lot of pressure on people using strong language, but who don't know what is real or cannot face reality", or so Sax says.

### Question

8) Look at the interview with professor Spijkerboer above (once more).

- a) According to him, what is the biggest problem in the situation of asylum seekers who have exhausted all means?

b) Who does he blame for the increase of the number of illegal residents?

c) Which solutions does he see for the problems with illegal asylum seekers who have exhausted all remedies?



## STEP 6: FINAL PRODUCT - DEAR DIARY

[Print](#)

Imagine: you are an asylum seeker and you have exhausted all remedies. Every now and then you can go to a reception centre or a squat in the evening.

You will describe your day of 24 hours in your diary and in it, you will indicate your experiences, how you feel and how you see your future.



## ECONOMIC REFUGEES: INTRO

[Print](#)

Every year thousands of so-called economic refugees try to enter the European Union. Sometimes they succeed, sometimes their efforts are in vain. The migration centre CIGEM tries to persuade them to give up their efforts, but they keep coming, rightfully so or not....



## LEARNING OBJECTIVES

[Print](#)



*This project is connected to the Sustainable Development Goals also known as Global Goals*

At the end of this lesson you will know:

- Why the term 'economic refugee' is not correct, and you will learn a better name for them.
- You will know why so many 'economical refugees' try to move to Europe, and you can mention a number of their motives.
- You will know the personal stories of three so-called economic refugees.
- You will have your own opinion about the EU's effort to restrict the number of illegal residents through the migration centre CIGEM.
- You will have your own opinion about the American Green Card Lottery, in an effort to restrict the flow of illegal migrants.

At the end of this assignment you will know the meaning of the following terms:

- \*Economic refugee
- \*Economic (legal) migrant
- \*Economic illegal migrant
- \*(Permanent) state of residence
- \*CIGEM
- \*Green Card
- \*Green Card Lottery

### Final product

As the final product of this assignment you will re-enact the radio program **Stand.nl** with your entire class in a role play. For this program you be asked to give your opinion with your arguments about the situation concerning the dangerous journey of economic refugees over the Mediterranean Sea. By participating in Stand.nl you will show that you have fulfilled the teaching objectives.

### Assessment

The final product will be graded by your teacher.  
Your teacher will grade the assignment based on the following:

- **Content:** Did you use good arguments for or against the statement?
- **Form:** Was your creative assignment made with care and did you work together well?
- **Language mistakes:** Do your answers to the questions and the final assignment not contain too many language mistakes?

### Group size

You will work by yourself for this lesson. Your entire class will do the final creative assignment together..

### Necessities

Sufficient green and red cards.

### Time

For this assignment you need two hours.



## STEP 1: INCORRECT

[Print](#)

The title of this lesson is 'Economic refugees', a term that you hear in the media and in everyday conversation a lot. To start with the most important remark right away: the term 'economic refugees' is incorrect. A better term is: 'economic illegal migrants'.

A migrant is someone who moves from one country to another, mostly to find work there. A legal migrant has been granted permission by the government of the country that they want to move to, in order to establish themselves in that country.

For someone from Africa or Asia it is nearly impossible to move to Europe as a legal migrant. The European Union will only grant a migrant from outside of the EU permission to stay in the Netherlands if he or she has a visa and a work permit. A migrant from outside of the EU will only get a work permit if it is not possible to find a candidate for the job from the EU itself. Therefore, an African auto mechanic or a cook does not stand a chance. If he or she wants to work in Europe, all he can do is to try to get into the country as an illegal migrant.

In the media all foreigners are regarded as similar, and no distinction is made between (illegal) migrants and refugees. The problem is that it is difficult to keep both groups of people apart. You cannot tell from the faces of the people who are crossing the Atlantic Mediterranean in an overcrowded, unsteady boat, if they are on that boat because they are seeking asylum, or because they are gold diggers wanting a better life.



It is also hard to make the distinction because people often want to move for more than one reason. Someone who is facing war or political violence in their native country often has to live under difficult, poor living conditions.

### Question

1) Why is the term 'economic refugees' incorrect?



## STEP 2: THREE PERSONAL STORIES

[Print](#)

### Mohsen Zahid

Mohsen is from Afghanistan. He does not see a future for himself in Afghanistan, and there is not much that keeps him there. His parents were killed in a bombing attack. By selling his parental house he can pay a smuggler (converted) between eight and nine thousand euros.

"I want to go to Europe. It doesn't matter which country. Norway or Sweden, for instance." From the capital, Kabul Moshen travels in a group through Uzbekistan by car, and from there to Moscow, from where they travel on to the border with Ukraine, which they cross by foot. The border with Slovakia is popular, because of the mountainous area. After a journey of more than five thousand kilometres the group is arrested close to the Slovakian border. His journey ends there.



Just like most (economic) refugees, Moshen was misinformed. Even if he would have reached Slovakia, he still would have been deported right away. Which illegal migrants or refugees know that the European Union has concluded a convention with Ukraine? This convention means that Slovakia can send refugees back, even though they have passed the border. This way the EU keeps as many migrants out as it possibly can.



### Faouzi Ammar

Faouzi is a Tunisian man, married with five children. He cannot find a reasonably paid job. He has a tax debt and is about to lose his house. A smuggler advises him to cross over to Italy and has told him that the crossing will be easy. His wife is opposed to the idea, but he goes anyway. He sells everything so that he can pay the smuggler.

In Tunisia people have the idea that Tunisians who come back from Europe have money and possessions, such as motors and cars. Their idea about Europe is also fed by Italian TV, that they can watch in Tunisia. On television they watch the Italian glitter shows full of large cars and beautiful women every day.

The Tunisians who work in the glass houses of Sicily see a very different side of Italy. They tell their families not to come, that they have to work hard and get paid so little that they really cannot save any money, but the people who stay behind don't believe them.

Faouzi decides to go and leaves without saying goodbye to his family. He has to pay 1200 euros (converted) for the crossing, all the savings he has. Together with two brothers and 73 others he tries to reach the coast of Sicily in a fishing boat. The first person who jumps overboard, ends up in a shallow part of the water. Then everybody jumps into the water, but most of them cannot feel the soil. Most of them manage to swim to the coast, but not everybody can swim. Faouzi ends up on the beach with thirteen other drowned persons. He dies on the beach of the village Scoglitti.



*This story is derived from two VPRO episodes of the portrait 'The photo' of Tegenlicht (=Backlight). Click here for [episode 1](#) and for [episode 2](#) to watch the episodes entirely; above you see a still of the wife of the drowned refugee and on the right you see a still from the episode, where two passersby try to save one of the 14 drowning people with heart massage, but in vain.*

### Aminoe

Aminoe is a Togolese man of 33. Aminoe is not his real name, because he is afraid of being identified as an illegal foreigner. Aminoe finished university, but he cannot find work. Ten years ago Aminoe decided to try to find his luck elsewhere, despite his mother's protests. By continually working in different places he could afford to pay the truck driver to take him a little closer to his final destination. In Libya he paid (converted) a thousand euros for a place in an unsteady boat. "But that is much more expensive now", Aminoe knows.

Aboard he is terrified, for he cannot swim. "In Africa we are not taught how to swim. You can only swim in rivers and pools. But that is dangerous, because there are crocodiles"

After a few weeks(!) they are rescued by the Spanish coast guard. He is taken to a Spanish reception centre, but he runs away and takes the train to the Netherlands, to someone he used to know in his native country.

He gets a French passport in the name of an African man who he doesn't know, and who he doesn't look like, but that doesn't matter so much. "White people cannot keep Africans apart anyway." With falsified documents he can start work as a tomato picker in the Westland. But after six years his 'French' passport expires and since then, he works illegally.

He gets in touch with a Polish family. He enters into a fake relationship with a Polish woman, he has to pay her, of course. Thanks to this relationship he gets a special sticker on his Tongolese passport, gains the right to a residence permit and he can work legally. Because he is afraid that his fake relationship will be exposed, he now lives in a small room in the house of 'his' Polish girlfriend, in exchange for a part of the rent. The real boyfriend of the Polish woman also lives with her, which sometimes leads to tensions.

Life in Europe has disappointed him. He has been in the Netherlands for eight years, but it has not brought him a lot of luck. Without the correct papers he can only work as a cleaner. He cannot transfer a lot of money, and this irritates his family in Togo.



"I have lost so much time. My brothers in Africa all have children, but I don't even have a wife. They don't understand it at home. They say: how is this possible? After all, you're in Europe!"

*Questions*

2) Moshen Zahid: which international rule does the EU break here?

3) Faouzi Ammar: give three reasons why the people who are left behind do not (want to) believe the stories of refugees.

4) Aminoe: he has fled from the Spanish reception centre because of two reasons. Do you know what those two reasons are?



### STEP 3: CIGEM

[Print](#)

The European Union has opened a migration centre in Bamako, the capital of the West-African country Mali: the Centre d'Information et de Gestion des Migrations (CIGEM). Its personnel consists of forty Malinese people, but the salaries are paid by the EU. The goal of the centre is to make better arrangements for the migration to Europe. CIGEM also wants to make sure that jobs will be created in Mali, so that migrants do not have to travel to Europe for a better future. Those jobs are offered to illegal migrants who have been sent back in particular and to asylum seekers who have been sent back, so that they will not make another attempt to reach Europe.

Refugee organisations are not very positive about CIGEM. They are pointing out the fact that the centre's main function is a discouraging one.

"To try to stop immigration to Europe is indeed one of our goals", director Abdulaye Konate admits. But because CIGEM offers jobs at the same time, there is nothing wrong with that, according to him.



#### Question

5) Do you know why CIGEM is not so successful?



## STEP 4: GREEN CARD LOTTERY

[Print](#)

Just as in Europe the United States has to deal with a lot of illegal migrants who are trying to get into the country. One way to decrease this flow of illegal migrants is to invent a lottery.

Since 1994 migrants can participate in an annual lottery. The winners do not get any money, but a permanent residence permit instead. Because these permits are green, they are called Green Cards and the lottery is called Green Card Lottery. The official name of this lottery is the Diversity Visa Lottery. Every year the US give away 50,000 Green Cards.



Participation is free and easy. However, there is one condition: you have to fill in all your data correctly. Whoever has been caught trying to get into America illegally, can no longer participate.

America has about 320 million inhabitants. The 28 countries of the European Union together have 507 million inhabitants. It may be a good idea to introduce a similar kind of lottery in the EU as well.

### Question

6) Statement: a European 'Diversity lottery' will decrease the number of 'economic refugees'. Give an argument for and an argument against this statement.



## STEP 5: FINAL PRODUCT - STAND.NL

[Print](#)



Every work day the radio programme 'Stand.nl' can be heard on NPO Radio 1. Listeners can call and give their opinion about a statement. Listeners can also vote for or against the statement online.

You will choose two presenters from your class. Their statement is: 'The outer borders of Europe have to be closed to economic refugees.'

The rest of the class can be 'called' to give their opinion about the statement. Maximally six 'callers' can give their opinion. They have to indicate whether they are for or against.

After that everybody gets the opportunity to vote for (=green) or against (=red) by holding up a green or a red card. The two presenters will count the votes.



(dot = in Dutch: punt / standpunt = opinion)



## SOS EUROPE: INTRO

[Print](#)

In this lesson we will investigate why so many (boat) refugees strike deals with human smugglers, which migration routes refugees take and which actions the EU undertakes to stop refugees from entering the countries or to save them. We will also look at the Amnesty International campaign SOS Europe about boat refugees.



## LEARNING OBJECTIVES

[Print](#)



*This project is connected to the Sustainable Development Goals also known as Global Goals*

At the end of this lesson:

- You will know what we call human smuggling and when we speak of human trafficking.
- You will know why many (boat) refugees strike deals with human smugglers.
- You can mention the most important migration routes and you will know why there have been shifts in them.
- You will know the EU operations Mare Nostrum and Triton and you can mention several similarities and differences between the two.
- You will know why human rights organizations such as Amnesty International are very critical of these EU operations and you will know why Amnesty has started the SOS Europe action.

At the end of this assignment you will know the meaning of the following terms:

- \*Boat refugee
- \*Human smuggling
- \*Migration route
- \*Mare Nostrum
- \*Triton
- \*SOS Europe

### Final product

As the final product of this assignment you will write a **letter to Prime Minister Rutte** about your opinion of the boat refugee problem. With this letter, you will show that you have reached your teaching objectives.

### Assessment

The final product (the letter) will be graded by your teacher..

Your teacher will grade the assignment based on the following:

- **Content:** Does your letter show that you have understood the subject matter?
- **Form:** Was your letter written with care and did you work together well?
- **Language mistakes:** Do your answers to the questions and the final assignment not contain too many language mistakes?

### Group size

You will work by yourself for this lesson.

### Time

For this assignment you will need two hours.



## STEP 1: HUMAN SMUGGLING

Imagine, you are a Congolese man or woman. You are no longer safe in your own country, or you want to flee from poverty. You know that life in Europe is more safe and wealthy. But all you have ever known is Congo. How do you travel from Congo to Europe then?



The answer is: you will strike a deal with a human smuggler. He will show you the way. He knows the shortcuts, he knows which corrupt civil servants he can bribe and if that does not work, he knows how to avoid the border checkpoints. He has the means that are absolutely necessary for an illegal journey: a truck or a boat for instance. And he can provide falsified documents.

To reach their place of destination, refugees usually have to pay thousands of euros to their travel companions. The further they are from home, the more difficult it becomes for a refugee to choose a good smuggler, a safe travel route and a responsible final destination.

The refugees voluntarily strike deals with human smugglers, even though they often do not know that they will be treated badly by their travel companions. Human smugglers are in it for the high profits with as small a risk for themselves as possible. There are numerous refugees overboard, announcing that they will have to swim the last hundreds of metres. Because of the strong currents, many refugees die.

*Omar: "They never keep their word"*

The Syrian refugee Omar (on the right) wanted to go to Sweden. On his trip he dealt with various human smugglers, and none of them kept their promises.

Smuggler 1 took him in a rubber boat from the Turkish-Greek border at the river Evros to the Greek village Orestias. The smuggler had given him falsified Bulgarian passports, but at the first check, they turned out to be useless. In spite of that they let Omar go.

Smuggler 2 sold him a fake visa for France. At the airport in Athens his visa was refused and the controller told him to go home. Omar then decided to go further into Europe over land.

Smuggler 3 took him (and a group of 30 others) with him on a walking tour to Macedonia that took hours. At the other side of the border a car would be standing by to help him on his way again, but that smuggler did not turn up.

Smuggler 4 did take them by car (very close together in an airless cargo body; fortunately there was a hole in the bottom), but he did not drop them off at the Serbian border, but in a village, walking hours away from the border.

Smuggler 5 was supposed to drop them off at a train station, but after he was paid it appeared that the train station was not a real station. There was nothing else he could do but to walk back to the place they had come from.

By then he had no more money. His parents gave him more money and Omar could leave once more.

Smuggler 6 did take him and a group of others over the Austrian border. There they were caught by the Serbian police, but for 100 Euros per police officer they would look the other way. The smuggler would drop him and the others off in Vienna, but instead he dropped them off in an Austrian village.

Omar decided that it was enough now. He would never reach Sweden this way, and besides, he had already lost seven thousand Euros to smugglers. He decided to apply for asylum in Austria. Because his finger prints were not registered anywhere, he is allowed to go through the asylum procedure there. He does hope that he can stay in Austria.

### Question

1) What is the difference between human smuggling and human trafficking?



## STEP 2: MIGRATION ROUTES

[Print](#)

African boat refugees who want to build a new future for themselves in Europe face one big obstacle: the Mediterranean Sea. This sea is the most dangerous part of the route that these refugees take. For some African refugees the Atlantic Ocean is also one bridge too far.

### Canary Islands

About ten years ago human smugglers and refugees discovered the Canary Islands as a fleeing route. These islands form an autonomous region of Spain, which makes them part of the European Union. The shortest distance between the island Fuerteventura and the Moroccan coast is 95 kilometres. In 2005 the first tourists were surprised by exhausted boat refugees who were washed ashore on the beaches. In 2006 and 2007 the number of boat refugees rapidly increased. After that the number of refugees decreased again, for various reasons.



The refugees did arrive at the Canary Islands, but from there on they were not allowed to travel on to the main land of Spain. The waters between the Canary Islands and the coast of Africa were guarded much stricter and the boats were sent back when they were still close to the coasts of Africa. There was a lot of unemployment (of more than 25%) on the Canary Islands and the migrants who were allowed to stay could not find work. On these relatively small islands, illegal migrants were easy to trace and sent back.

*Een Vandaag: broadcast of 2006 with permission adopted*

*Please note: the film is in Dutch;  
[click here](#) for a transcription in English.*



### Ceuta and Melilla

Spain has had two enclaves on the Moroccan coast for more than 500 years: Ceuta and Melilla. The biggest enclave (Ceuta) is 19 km<sup>2</sup>, the smallest (Melilla) is 13 km<sup>2</sup>.



Ceuta is closest to Spain (Algeciras): at crow-fly distance only 29 kilometres. From time to time, refugees try to climb over the high fences. There are three large fences behind each other of about seven metres high. The fences are covered in barbed wire with very sharp razors. It is simply not possible to touch the fences.

The fences are guarded by cameras day and night. A warning system on the fences gives security one and a half minute to get to the place and prevent someone from climbing over them. Even so every year tens of thousands of people are trying to climb the fences and about 10% succeed.

The cuts and broken bones (it is also seven metres down) they take for granted.

The Malinese Lassana Sambake managed to reach Spain. How did he do it? "Like this", Sambake says, while he makes a kind of digging motions with his arms and legs. By putting nails under his shoes and holding sticks in his hand he managed to get a grip on the fencing and climb over it. The people who do succeed, are taken to the reception centres in the two villages. The reception centres are overcrowded. They hope to be taken to Spain's mainland, from where they could reach other countries in Europe. However, most of them will be deported.

### Lampedusa

Lampedusa is an Italian island that is closer to Africa than to the European coast. The European Union has made agreements with various countries along the African coast (Marrocco, Algeria, Tunisia, Egypt) to keep a close watch on the coastal waters and to stop as many boat refugees as possible. The EU also made this agreement with Libya.

In spite of this, most boat refugees come to Europe through Libya, for various reasons. Libya's coastline is more than a thousand kilometres long and is therefore harder to control. But what is much more important is that there is a civil war going on. The country has two competitive governments and a great number of militants. Libya has far more important things to worry about than to guard its coast. Human smugglers can do whatever they want. That is why the number of boat refugees has increased a great deal since Libya's dictatorial regime fell in 2011.



Every year thousands of refugees reach Lampedusa, most of them are from Libya. It is unknown how many boat refugees do not survive this journey. It is estimated that in 2014 about 3500 refugees drowned. To prevent refugees from going to countries all over Europe, they have to stay on the island, until a decision has been



made about their future. As the circumstances are awful, the Italian human rights organisations speak of a 'concentration camp' or about a 'prison island'.

### **Greek islands**

From the middle of 2015 human smugglers have found the Greek islands as a starting point for this journey to (Northern) Europe. The number of refugees increased so fast that Greece has received most refugees since then, more than Italy, which received the most refugees for years.

### *Questions*

- 2) How long does a journey from Africa to the Canary Islands take?
- 3) What makes the journey so dangerous?
- 4) Who provides the shelter of refugees on the Canary Islands?
- 5) Where are they given shelter and how?
- 6) According to the refugee organisation GEAR the arrival of boat refugees is not a problem. Why not?
- 7) Think of reasons why the EU -with the Refugee Convention in mind- wants to refuse so many (boat) refugees from Ceuta, Melilla, Lampedusa and the Greek islands.



### STEP 3: MARE NOSTRUM AND TRITON

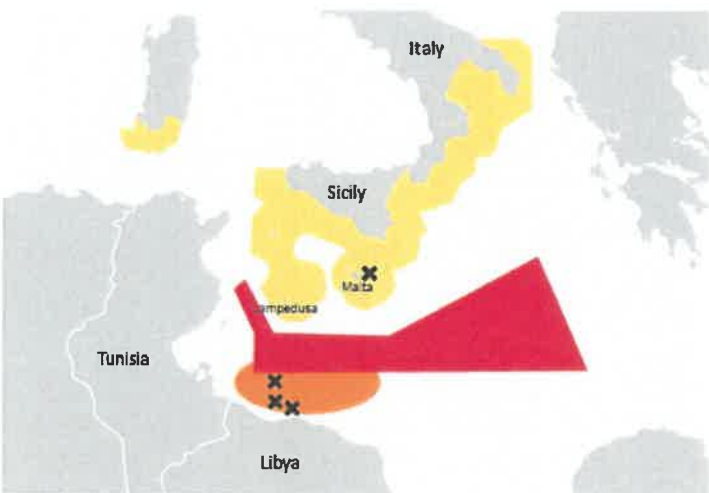
[Print](#)

In October 2013 two boats sunk within a short period of time on the Mediterranean Sea, and more than 500 boat refugees drowned. This was enough reason for the Italian government to intervene.

In November 2013 Italy started the search and rescue operation Mare Nostrum ('Our Sea'). Amnesty International sailed along with the Virginio Fasan and made this video report:



Lost to the deep. Notice: the film report shows several shocking images.



- The area where operation Mare Nostrum operated in 2013/2014
- The area where operation Triton operates
- The area where most people were rescued
- ✕ The position of four incidents in 2015

In a year

	Daily	Mare Nostrum	Triton
Amphibious vessel	1		0
Frigate	1 OF 2		0
Offshore patrol ship	2 (+2 Coast guard)		1
Coast patrol ship	0 (+6 Coast guard)		6
Airplane	3		2
Helicopter	6		1
Budget (monthly)	€9.5M		€1.5–2.9M

150,000 people were saved from drowning, but for four thousand people all help came too late. However, the costs were high: the costs of the Mare Nostrum operation were more than 9 million Euros per month. Italy has asked the EU for financial help, but has also asked the other EU countries to accept more refugees.

They refused this. For this reason Italy stopped their search and rescue operation on 1 November 2014.

Mare Nostrum was replaced by Triton. The EU also paid for this, but only along the coasts. The budget was decreased from 9 million to 3 million Euros a month.

You could see it coming. Between January and April there were four incidents with ships that sunk. In April 2015 a ship perished with more than 800 boat refugees aboard. This happened outside the area where Triton was searching for the boats of the refugees. Only 28 refugees survived the shipwreck, one of them was the captain.

In April 2015 the European Union increased its budget by 300% and put more airplanes and water vessels at people's disposal. The EU wants to punish the human smugglers even more severely. Therefore it suggests sharing the number of boat refugees (more equally) among the European member states.

*Questions*

8) Watch the You Tube film (again). Where do most boat refugees come from? Why are they going by boat?

9) The EU has increased its budget for Triton to what it was for the Mare Nostrum action, but there is one big difference. What is this difference?



## STEP 4: SOS EUROPE

[Print](#)

Human rights organisations are very critical of the Mare Nostrum operation, and especially of Triton. The increase of the Triton budget does not solve the problems either. Triton remains a border control operation and not a rescue operation.

"What we saw in Brussels, was about preventing the loss of prestige, and not about preventing victims", says John Dalhuissen, Amnesty International's director for Europe and Central Asia.

"The use of all these words and means to deal with this problem, suggests that the EU leaders are serious about saving lives. But in reality the problem is only half dealt with."

Because Amnesty International was unsatisfied with the refugee policy in Europe, they started the campaign 'SOS Europe'.

Numerous Amnesty groups from all over Europe are calling on their politicians to participate.



*Right below: (Prime Minister) Rutte, save lives!*

What solution does Amnesty see:

The EU has to carry out a capable rescue operation to prevent more deaths from drowning.

The EU has to work on sufficient legal, safe routes for refugees.

The EU has to give humanitarian visa to refugees who have families in the EU.

### Question

10) Give your opinion about the following statements:

-We cannot help it that refugees take such big risks

-The Netherlands and the other EU countries have to restart the search and rescue organisation Mare Nostrum.

-This is an emergency situation. The Netherlands has to admit far more refugees.



## STEP 5: FINAL PRODUCT - A LETTER TO PRIME MINISTER RUTTE

[Print](#)

Amnesty International calls on the Prime Ministers of the EU to do more for boat refugees.

Write a letter to Prime Minister Rutte and indicate why you are supporting the Amnesty campaign.

If you do not agree with the Amnesty action, write a letter to Prime Minister Rutte and let him know what your opinion is.



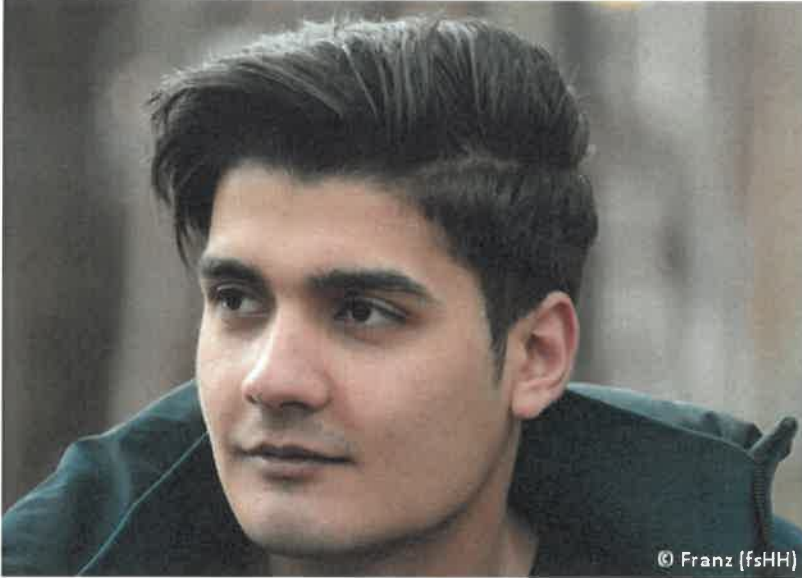
Write a polite letter of one A4 page to:  
The Prime Minister  
Ministry of General Affairs  
Postbus 2001  
2500 EA Den Haag



## UNACCOMPANIED MINOR FOREIGNERS: INTRO

[Print](#)

Amongst the foreigners and migrants minors come to the Netherlands too, the so-called AMV's (Unaccompanied Minor Foreigners). Is staying in the Netherlands different for minor asylum seekers than for adult asylum seekers? You will investigate this.



## LEARNING OBJECTIVES

[Print](#)



*This project is connected to the Sustainable Development Goals also known as Global Goals*

At the end of this lesson:

- You will know that minor asylum seekers come to the Netherlands too.
- You can mention several similarities and differences about the way adult and minor asylum seekers are treated.
- You will know what gender and what age most AMV's have.
- You will know how shelter and custody for AMV's have been arranged in the Netherlands.
- You can indicate why AMV's have a right to education.
- You will know about the experiences of the most well-known (ex) AMV: Mauro Manuel, and you will know what happened to him.

At the end of this assignment you will know the meaning of the following terms:

- \*Unaccompanied Minor Foreigner
- \*Unaccompanied Minor Asylum seeker
- \*IND -Immigration and Naturalisation Department
- \*No fault policy
- \*Children's Communal Home
- \*Small Housing Unit
- \*School for Unaccompanied Minor Foreigners
- \*International Transitional Class

### Final product

As the final product of this assignment you will make a **YouTube movie** together with several classmates, and upload it to YouTube. If you don't know how to upload a movie, you can consult step 7 to see how this is done.

With this movie you will show that you have reached your teaching objectives.

### Assessment

The final product will be graded by your teacher.

Your teacher will grade the assignment based on the following:

- **Content:** Does your movie show that you can imagine what it is like to live the life of an unaccompanied minor foreigner?
- **Form:** Was your movie made with care and did you work together well?
- **Language mistakes:** Do your answers to the questions and the final assignment not contain too many language mistakes?
- **Co-operation:** Did you show that you have co-operated well when you were re-enacting the situation of a unaccompanied minor foreign national and when you were recording the movie?

### Group size

You will work by yourself for steps 1 – 6 of this lesson. The final product (step 7) will be done in small groups.

### Necessities

A connection to YouTube.

### Time

For this assignment you will need two hours.



## STEP 1: FLEEING ALONE

[Print](#)

Every day many people flee from their country when life gets too dangerous for them. Every day there are people looking for a better existence in another country too.

Amongst these refugees and migrants are also people who are still minors, younger than 18. When they travel by themselves, they are seen as Unaccompanied Minor Foreigners.

An Unaccompanied Minor Foreigner is:

- a minor on arrival;
- coming from outside of the European Union;
- someone who has come to the Netherlands without parent(s) or someone else who has legal custody over the minor.

A great deal of them have lost one or both parents. Many Unaccompanied Minor Foreigners have been put to prison or have experienced violence. A part of them has fled to prevent being employed as child soldiers, or they were child soldiers, and managed to escape.



Some Unaccompanied Minor Foreigners have come to the Netherlands on their own. Others have been handed over to adults by their parents because they could not go themselves. Other Unaccompanied Minor Foreigners have been taken to the Netherlands by travel agents or human smugglers.

Most Unaccompanied Minor Foreigners are boys (three quarters of the total) and between 15 and 17 years old. But there are also girls amongst the Unaccompanied Minor Foreigners, and there are also younger Unaccompanied Minor Foreigners. The youngest ones were younger than 12!

### Questions

- 1) For years the government did not speak of Unaccompanied Minor Foreigners, but called them Unaccompanied Minor Asylum seekers. Can you think why the Dutch government has replaced this term? What do you think?
- 2) Why do you think there are more boys amongst the Unaccompanied Minor Foreigners than girls?



## STEP 2: ASYLUM PROCEDURES FOR UNACCOMPANIED MINOR FOREIGNERS

[Print](#)

The asylum procedure for Minor Unaccompanied Foreigners is mostly the same as the procedure for adult asylum seekers. The procedure varies in the following points:

- An Unaccompanied Minor Foreigner gets assigned a legal guardian until they are 18.
- For Unaccompanied Minor Foreigners there is a special kind of shelter in a reception centre or in guest families.
- The IND (Immigration and Naturalisation Department) has special hearing rooms for children under 12 years old (with toys, for example) and has special employees who are trained to deal with children. By their way of asking questions they are keeping into account that the asylum seeker is a minor.
- An Unaccompanied Minor Foreigner has -just like all children in the Netherlands- a right to education.



An Unaccompanied Minor Foreigner who cannot get a residence permit, is sent back, (voluntarily or by force) on the condition that there is a good shelter in their native country, for instance with family or a home. If there is no adequate shelter in the country of origin, the Unaccompanied Minor Foreigner may not be sent back.

An Unaccompanied Minor Foreigner who turns 18, is going to be treated as an adult from then on. They no longer get special shelter. They have to arrange their return by themselves at that moment. And if they do not cooperate, they can be deported by force.

For an Unaccompanied Minor Foreigner who is younger than 15, there is a special policy. If they refuse to return of their own accord, they can stay, if it appears that their country of origin refuses to take them back. If they did their best to get return papers for three years, but did not succeed, they get a 'special permit, based on the no fault policy for Unaccompanied Minor Foreigners'.

In 2000 almost seven thousand Unaccompanied Minor Foreigners came to the Netherlands. Under the much more severe Foreigners Act of 2001, the number of Unaccompanied Minor Foreigners dropped to less than five hundred a year. In 2013 there were 310, the lowest number since they were counted separately. The number of adult asylum seekers, on the other hand, increased.

### Questions

3) Explain in your own words what we mean by 'no fault policy'.

4) For what two reasons can an Unaccompanied Minor Foreigner, who really has to go back, stay after all?



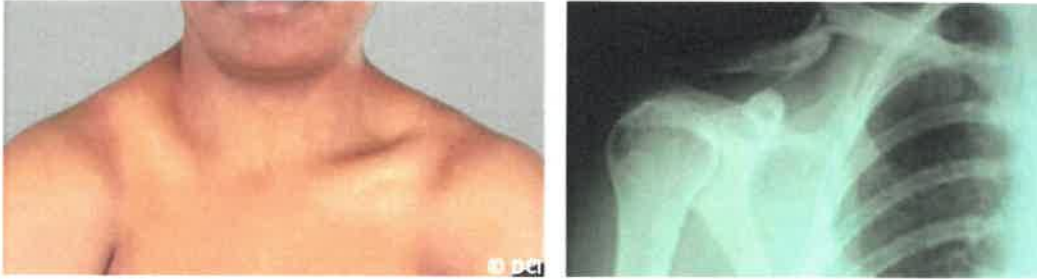
### STEP 3: 18 OR NOT?

[Print](#)

You have just read that there are different rules for minor asylum seekers than for other asylum seekers. Many of these minor asylum seekers think that it is much easier to get a residence permit as a Minor Unaccompanied Foreign National. In order to investigate if someone is genuinely a minor the IND does research.

The IND does research in various ways: through conversations and by means of 'optic viewing'. This means that based on appearance, behaviour, and for instance contradictory declarations by various civil servants, it is established that the foreigner is obviously an adult.

When there is doubt, the asylum seeker is offered to prove their age. In order to do so, maximally five X-ray photographs are made, of the wrist, the hand and the collar bone, by two radiologists. If people are younger than 20, the bone has not completely closed yet. The bone core is not entirely grown into the bone. For people who are older than 20 this would be the case.



There is a lot of criticism of this medical examination. Human rights commissioner Thomas Hammarberg of the Council of Europe criticizes the Dutch age assessment for young asylum seekers. According to him this research is 'not precise enough'. The X-ray photographs unnecessarily subject young people to radiation and the research can be 'stressful'.

Defence for Children International (DCI) has been doubtful of the reliability of age assessment. "We hope that the minister will take this criticism seriously now", Martine Goeman of the children's rights organisation says. "Everywhere in Europe there are fierce discussions going on about the age assessment, except here."

*Question*

5) What doubts does DCI have about the age assessment? What do you think is this criticism?



## STEP 4: SHELTER AND CUSTODY

[Print](#)

Minor asylum seekers in the Netherlands are not allowed to do some things, such as buying or renting a house or closing a loan. You always have to get permission from one of your parents or your legal guardian for that.

Minor asylum seekers who come to the Netherlands do not have parents or a legal guardian here. This is complicated, because if they are younger than 12 they cannot apply for their own asylum.

Unaccompanied minor refugees who are older than 12 can lodge an asylum application themselves, but as long as they are minors they do need a legal guardian for other matters.

An Unaccompanied Minor Foreigner gets assigned a legal guardian from the Nidos Foundation. The guardian decides what school the unaccompanied minor will go to and where they will live. The guardian usually does this in cooperation with the Unaccompanied Minor Foreigner themselves, with the headmaster or the leaders of the house where they are going to live.

For instance, the guardian also arranges accessing a bank account or moving to another shelter. They also speak to the IND, the Dutch Refugee Council or a lawyer who assists during the asylum procedure, in the name of the Unaccompanied Minor Foreigner.

### *Housing*

First of all, the Nidos Foundation tries to find a guest family for an Unaccompanied Minor Foreigner. If this does not work, they will go to a Children's Communal Home, (if they are younger than 12) or a Small-scale Housing Unit (for young people between 12 and 15). In a Children's Communal Home 10 to 20 young people live under the supervision of a mentor. In a Small-scale Housing Unit 3 to 5 young people live independently. However, every day a mentor visits them to see if all goes well and to help if there are any problems. An Unaccompanied Minor Foreigner between 15 and 17 goes to a boarding school for Unaccompanied Minor Foreigners. They go to school there and learn to be independent.



*A Children's Communal Home  
Minor Foreigners*



*A Small-scale Housing Unit*



*A boarding school for Unaccompanied*

### *Returning or staying?*

The government has two types of reception for Unaccompanied Minor Foreigners.

One type of reception prepares Unaccompanied Minor Foreigners for returning to their native country.

The other type of reception teaches them how to participate in Dutch society.

### *Question*

6) Just like unaccompanied minor refugees, you are a minor. Give an example of a situation for which you need your parents or guardian and where Unaccompanied Minor Foreigners need a guardian.



## STEP 5: EDUCATION

[Print](#)

According to the Children's Rights Convention of the UN every child has a right to education. This also applies to Unaccompanied Minor Foreigners.

### *Primary school*

Unaccompanied Minor Foreigners up to the age of 12 go to primary school. At various places in the Netherlands there are special primary schools for Unaccompanied Minor Foreigners. They are not in the same class with Dutch pupils, because they do not speak Dutch. Also, they do not have the same knowledge as their Dutch peers. They have to learn Dutch first.

When young Unaccompanied Minor Foreigners have learnt sufficient Dutch, they will go to an ordinary primary school.

### *Secondary education*

Most Unaccompanied Minor Foreigners of 12 and older do not speak Dutch. Besides, what they have learnt in their native country is usually different than what pupils learn in the Netherlands. That is why they learn the language as quickly as possible and they are given crash courses in an International Transitional Class. There they will get familiar with the Dutch school and also with the way of life in the Netherlands.

Pupils get conversation lessons, reading lessons, writing lessons, listening skills lessons and grammar lessons. Besides Dutch they also learn arithmetic, drawing and other creative subjects, computer science, professional and study information and sports. Therefore they are not only learning Dutch. They also get social orientation, or, in other words, knowledge of Dutch society.

Most Unaccompanied Minor Foreigners between 15 and 17 years who have been taken to a campus for Unaccompanied Minor Foreigners, are preparing to return to their native country and do not get education that prepares them to participate in Dutch society. Instead of that they learn things that are convenient when they are going back to their native country. That means that they do not get too many Dutch lessons, a lot of English lessons and a lot of practical subjects, that are useful to them in their own country (cooking, carpentry, computer classes).

Unaccompanied Minor Foreigners who come to the Netherlands when they are 16 or 17, are prepared for their return, because they cannot stay in the Netherlands for a long time. This 'return orientated education' is not popular, because the young asylum seekers do want to have a lot of Dutch lessons. They want to stay in the Netherlands, they do not want to return.

### *Question*

7) Give various reasons why a lot of Unaccompanied Minor Foreigners of 15-17 skip classes at school much more frequently, relatively speaking, than other Unaccompanied Minor Foreigners (and also keep in mind what you have learnt in [step 2](#)).



## STEP 6: MAURO

[Print](#)

Mauro is without any doubt the most well-known (former) Unaccompanied Minor Foreigner. His full name is Mauro Manuel; he was born in Angola in 1992. When he was ten, he was put on an airplane to Europe by his mother. He ended up in the Netherlands and applied for asylum when he was ten. His foster parents tried to adopt him, but because his biological mother is still alive, this was not possible.

In 2011 his situation received a lot of media attention. His asylum application had already been rejected in 2007- he was then still 15 years old and an Unaccompanied Minor Foreigner. In 2009 he and his foster parents applied for a residence permit, based on article 8 of the European Convention of Human Rights (right to acknowledge family life). In 2011 -when he was no longer an Unaccompanied Minor Foreigner- their application was rejected.

At that time Mauro had been in the Netherlands for almost ten years and he was about to be deported to Angola. He had not had any contact with his biological mother since 2002.

According to professionals, someone who has been in the Netherlands for five years, is so used to living in our country that returning is not really possible any longer.

It almost caused a government crisis. A compromise was reached. Mauro was granted a study visa in 2011. According to himself and many others this was not a real solution.



Please note: the film is in Dutch; [click here](#) for a transcription in English.

In 2013 he got a permanent residence permit after all. Undoubtedly Mauro got his permit thanks to the media attention and to the support he got in the social media.

For instance, have a look at:

Petitions: <http://petities.nl/petitie/mauro-moet-blijven-2> (Mauro must stay) (No longer available online)

Twitter: <https://twitter.com/MaurosVrienden> (Mauro's Friends)

Facebook: <https://www.facebook.com/pages/Mauros-Vrienden/300761189944545?sk=wall> (Facebook Mauro's Friends)



Please note: the film is in Dutch; [click here](#) for a transcription in English (up to 02.00 min).

However, there are more 'Mauro's', who did not get any media attention. They were not so lucky and they did have to go back.

#### Questions

8) Why were Mauro and a lot of politicians not so happy with the solution of 2011?

9) According to Mauro, what is the biggest difference between the solution of 2011 and the one of 2013?



## STEP 7: FINAL PRODUCT - YOUR OWN YOU TUBE FILM

[Print](#)

You are an Unaccompanied Minor Foreigner of 14 years old. You will make a film report of approximately one minute, in which you will explain how an Unaccompanied Minor Foreigner lives and where he goes to school. You will also talk about how you envision the future in the Netherlands.



Tip! How to upload your own You Tube film: <https://support.google.com/youtube/answer/57407?hl=nl>

You can record a film with a (film) camera or a smartphone.



## INVITED REFUGEES: INTRO

[Print](#)

We know about the refugees that undertake dangerous journeys to flee. But a small number of them does not have to cross the Mediterranean Sea. These refugees come because they have been invited. In this lesson you will learn who they are and how they ended up in the Netherlands.



## LEARNING OBJECTIVES

[Print](#)



*This project is connected to the Sustainable Development Goals also known as Global Goals*

At the end of this lesson:

- You will know why and how many refugees have been invited to come to the Netherlands and several other countries.
- You will know several personal stories of invited refugees and you will know why they have fled.
- You will know which criteria the Netherlands uses for selecting refugees who are invited, and you will know how these criteria have been adapted over the past few years.
- You will have your own opinion about the integration requirements in the Netherlands.
- You will know why there are relatively many highly educated people amongst the (invited) refugees

At the end of this assignment you will know the meaning of the following concepts:

- \*Invited refugee
- \*Resettlement
- \*Resettlement policy
- \*UNHCR
- \*IND (Immigration and Naturalisation Department)
- \*COA (Central Reception of Asylum seekers)
- \*UAF (University Asylum Seekers Foundation)
- \*Integration
- \*Civic integration course
- \*Civic integration exam
- \*DUO (Education Executive Agency)

### Final product

As the final product of this assignment you will hand in a **UNHCR request** to the Dutch government with a group of maximally four classmates.

With this request, including your reasons, you will show that you have reached your teaching objectives.

### Assessment

The final product will be graded by your teacher.

Your teacher will grade the assignment based on the following:

- **Content:** Does your request show that you have understood the subject matter?
- **Form:** Was your request written with care and did you work together well?
- **Language mistakes:** Do your answers to the questions and the final assignment not contain too many language mistakes?

### Group size

You will work by yourself for steps 1 – 5 of this lesson. The final product (step 6) will be done in small groups.

### Time

For this assignment you will need two hours.



## STEP 1: ON INVITATION

[Print](#)

In 2015, more than 60 million people fled worldwide. Millions of refugees end up in refugee camps. Most of them stay within the borders of their own country or flee to a neighbouring country. Some of them flee to America, Australia or Europe.

Often the need to flee is so urgent, that these refugees take enormous risks. Every year thousands of them try to cross the Mediterranean Sea in unstable little boats. During this crossing hundreds of them drown every year. All the newspapers are full of it, and the refugees' stories are mentioned in all news programmes on TV. And everybody seems to have an opinion about the problems of refugees and asylum seekers.

But what only few people know is that there are also refugees who come to our country on invitation of the Dutch government. And the Netherlands is not the only country that invites refugees; there are more countries that invite refugees to come to their country.



The UNHCR, the refugee organisation of the United Nations, has established a worldwide resettlement programme. Dozens of countries are resettling tens of thousands of refugees. The United States are resettling most refugees: about thirty thousand a year.

Other countries that resettle a lot of refugees are Australia (twelve thousand refugees) and Canada (eleven thousand refugees). In Europe England, Sweden, Norway, Denmark, Finland and the Netherlands are participating. Every year the Netherlands offers shelter to approximately 500 invited refugees. In the 1970s these were especially Vietnamese boat refugees, in the nineties these invited refugees often came from former Yugoslavia (particularly Kosovo) and now they are from Bhutan, Burma, Burundi, Democratic Republic of Congo, Eritrea, Ethiopia and Iraq.

### Question

1) Every year the US resettles approximately thirty thousand invited refugees out of a population of approximately 320 million people, or: 1:10,666. In the Netherlands this relation is: 500: 16,800,000 = 1:33,600.

Compared to the Netherlands, the US are resettling three times as many invited refugees. The Netherlands will have to invite 1500 refugees every year in order to resettle the same number of refugees. Do you agree with this? Should the Netherlands increase the number by 300%? Explain your answer.



## STEP 2: PERSONAL STORIES

[Print](#)

*Liberty (24 years old)*

A more appropriate name is hardly thinkable: 'Liberty', meaning 'Freedom'. She was born in Burma and a member of an ethnic minority. Her entire family had to flee from Burma and lived in Mae La for years, the biggest refugee camp in Thailand. Her situation seemed hopeless. Until she was invited to come to the Netherlands, together with her sister and parents.

"We lived in a bamboo hut, in the Burmese refugee camp Mae La in Thailand. I was always dreaming of a better life. Somehow I knew that I would never leave the camp. The day that I heard that we could come to the Netherlands, I will never forget. I was so incredibly happy."

She does worry about her friends in the camp.

"My past will haunt me forever. A lot of my friends still live in the camp and will probably never leave it. I worry about them. And even though my direct family is safe now, we are not complete yet, as my brother has fled to America and he cannot come to the Netherlands."

In the refugee camp she could not study. In the Netherlands she can.

"In the future I want to study medicine and become a doctor. This is only possible if my Dutch is good enough. That is why I take classes at the university, besides my compulsory Dutch lessons for my civic integration course. I also do voluntary work for two days a week. My head is overflowing with Dutch words."



© VluchtelingenWerk



Please note: the film is in Dutch; [click here](#) for a transcription in English.

*Hashim (19 years old)*

Hashim: With the help of an interpreter Hashim tells about his flight from Eritrea.

"A brother of mine, Ali, was called up for military service. We never saw him again. We don't know where he is. That is why I was afraid to do military service. Nine of us in fled. By boat, as we lived on the coast. When we arrived in Yemen we were arrested, and we spent a year and a half in prison. Returning to Eritrea is no option. The risk of being killed there is too great."

UNHCR heard about the difficult situation of the still young Eritrean refugees, and took care of them. Eventually the Eritrean people ended up in a refugee camp in Rumania, where they were prepared for resettlement in the Netherlands.

The two Eritreans are thankful for the reception in their new home country. Their parents have stayed behind. There is no chance of a family reunion, Ingrid Bogers of the Refugee Council states.

"We see that these kind of refugees are often incredibly thankful. Here they can walk on the streets without having to fear if they will still be alive tomorrow. They are also trying hard to make a new start. Imagine, a boy of 19 who has been in prison for a year and a half, who has to fear for his life if he would have to go back to his country", Chris Baltussen states.



© VluchtelingenWerk

### Questions

- 2) Where in the Netherlands are the invited refugees going to live?
- 3) Why do the employees of the Refugee Council think it is important that the invited refugees will be supported?
- 4) What does the 'famous blue file' contain in the film?
- 5) Why is there no chance for Hashim to reunite with his family?



## STEP 3: RESETTLEMENT POLICY

[Print](#)

The Netherlands is part of a group of about 20 countries who have joined the worldwide resettlement programme of the UNHCR. Every country establishes a quota with the number of refugees that are being invited to come to this country. Over the past few years the Netherlands has established various quotas. Until 1980 there were 750 refugees coming to the Netherlands on invitation, nowadays there are approximately 500. Until 1999 this was an annual quota, since then it is 1500 in three years time. A division could be: 750 (year 1) – 450 (year 2) – 300 (year 3). As long as the number does not exceed 1500 in three years time.

Invited Refugees	1977-1980	1981-1986	1987-1998	1999-2004	2005-heden
<b>Quota</b>	750 per year	250 per year* *200 <sup>1</sup> *40 <sup>2</sup> *10 <sup>3</sup>	500 per year* *400 <sup>1</sup> *80 <sup>2</sup> *20 <sup>3</sup>	1500 every three years* *1200 <sup>1</sup> *240 <sup>2</sup> *60 <sup>3</sup>	1500 every three years* *1200 <sup>1</sup> *240 <sup>2</sup> *60 <sup>3</sup>
<b>Selection</b>	In missions	In missions	In missions	From files	From files
<b>Criteria</b>	Preference for families	Preference for families with children	Preference for families with children	Unknown	Being prepared to learn the Dutch language and take over Dutch values and standards
<b>Reception</b>	By private persons <sup>4</sup>	Central reception in Apeldoorn;  after three months to municipalities	Central reception in Apeldoorn;  after three months to municipalities	Reception in reception centre;  after three months to municipalities;  compulsory integration	Course before arrival in the Netherlands;  within four months and since 2011 within 48 hours to municipalities;  compulsory integration
<b>Labour market</b>	Training possible	Individual action plan	Individual action plan	Individual action plan	Individual action plan

- 1 General, families preferred
- 2 Displaced persons and their families
- 3 Minors in emergency situations
- 4 Refugee Council (VluchtelingenWerk) in particular

### How does the procedure work?

The UNHCR chooses refugees. Four times a year a Dutch delegation (employees of IND, COA and the ministry of Foreign Affairs) visits one of the refugee camps. The refugees that are chosen by UNHCR are interviewed by the IND. The IND decides who can come to the Netherlands, and who cannot.

The COA arranges that the chosen refugees can follow a course before they come to the Netherlands, which includes information about the Netherlands and the Dutch values and standards. Besides that, they already learn the basic principles of the Dutch language when they are still in the camp.

The employee of the Ministry of Foreign Affairs takes care of the registration of the personal data of the refugees and provides visas.

In the past invited refugees went to a reception centre first, and waited there for their own house. Nowadays the housing has been arranged before they arrive, and they can go and live in their house within two days.

There are usually six months between the selection in the camp and arriving in the Netherlands.

A mission member: "It is fantastic to see how happy people are when they get to hear that they can go to the Netherlands from a miserable refugee camp, to build a new future there."

IND = Immigration and Naturalization Department

COA = Central Agency for the Reception of Asylum seekers

### Questions

- 6) Do you think it is right that refugees who are invited by the Netherlands have to be prepared to learn the Dutch language and embrace the Dutch values and standards? Explain your answer.
- 7) Do you know why since 2011 invited refugees do not have to go to a reception centre first before they definitely get access to a house?
- 8) Do you know why an invited refugee is offered an individual action plan?



## STEP 4: INTEGRATION

[Print](#)

Every 'foreigner' from outside of the EU has to follow a compulsory civic integration course. That also applies for invited refugees.

Before their arrival invited refugees have already been prepared for life in the Netherlands. In the refugee camp they get a cultural orientation training of six half-day sessions, during which they are introduced to Dutch standards and values.

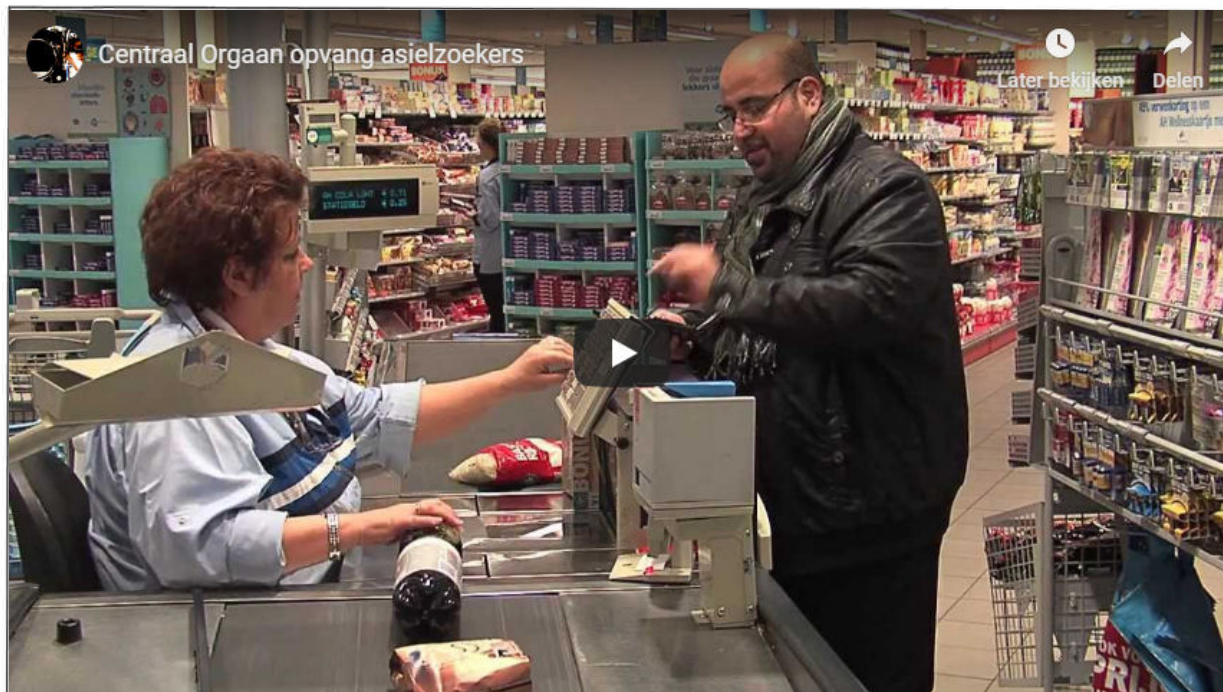
Once they have arrived in the Netherlands, they will go to their new house within 48 hours and the actual integration starts. They can apply for a civic integration course. They are obliged to finish this course within three years. That means that they will have a reasonable grasp on the Dutch language and that they will have some knowledge of Dutch society.

Their integration is concluded with a civic integration exam. Refugees have to pay for the course (about € 3000,-) and the exam (€ 350,-) themselves. Refugees who do not have enough money can get a loan from DUO (Education Executive Agency).

To prepare the invited refugees for their arrival in the Netherlands, Jotja Bessems has made a film commissioned by the Central Agency for the Reception of Asylum Seekers. The emphasis lies on every day activities, such as going to school, shopping for groceries, and travelling by public transport. In the fragment below we will go into shopping and working.



© Mediascapers



Please note: the film is in Dutch; [click here](#) for a transcription in English.

### Questions

9) An invited refugee who has not passed his civic integration exam, is not sent back to the refugee camp. Which sanction do you think the invited refugee can get instead?

10) Which typical Dutch habit do you see in the film in the supermarket?

11) And which other typical Dutch habit that invited refugees had to get used to is shown later in the film (from '13.00 hours' onwards)?



## STEP 5: HIGHLY EDUCATED

[Print](#)

Many (invited) refugees work beneath their skill level. They have not mastered the Dutch language sufficiently (yet), but a bigger problem is that many diplomas from outside the EU are not recognised.

An example is the refugee Prahlad Cehhetri, who used to work as a teacher in Nepal. His Dutch is not good enough yet, but because his diploma is not recognised, he would have to do his studies again, and he does not want to. Now he works in a supermarket.

The situation is different for younger invited refugees. The COA already introduces candidates to the University Asylum Seekers Foundation (UAF) before their arrival in the Netherlands. The UAF helps these refugees to prepare themselves for their studies the best way they can.

The UAF provides an intensive language course for them, gives them information about study options and helps them to find their way at universities and schools for higher education. A mentor is assigned to every accepted refugee, who helps him or her one on one to build his or her life in the Netherlands.

*Refugee students who are highly educated,  
with in their midst the (former) chairman of UAF, Ruud Lubbers*



### Question

12) Can you think of reasons why more highly educated refugees come to the Netherlands than highly educated migrants?





## STEP 6: FINAL PRODUCT – REQUEST OF UNHCR TO THE DUTCH GOVERNMENT

[Print](#)

For thirty years the Netherlands have invited the same number of refugees. UNHCR would like the Netherlands to increase the number of refugees for resettlement.

You are a member of a UNHCR team. Your team is going to hand in a formal request with the Dutch government to increase this number. You think you have good reasons for doing so.

Possible reasons are the more lenient criteria for the refugees who live in hopeless conditions in refugee camps, the comparison with other countries that are resettling refugees, the latest developments in the past years, and your own reasons.

List your reasons and put them on paper in a formal request to the Dutch government.

Good luck, and in the name of all refugees: thank you!



## CLOSING: INTRO

[Print](#)

In this final lesson we will look back at the 10 lessons about refugees based on the thirty cartoons. In these cartoons all kinds of aspects of the refugee problems will be shown.



*Refugees from Mozambique voluntarily return home*

## LEARNING OBJECTIVES

[Print](#)



*This project is connected to the Sustainable Development Goals also known as Global Goals*

At the end of this lesson:

- You will know that there are many ways to look at the situation that refugees have to deal with.
- You will make your own choice from the themes that you liked the most.

### Final product

As the final product of this assignment you will make a **top 5** together with a classmate and you will process this choice in a **report**. With the final product you will show that you have reached the teaching objectives.

### Assessment

Your teacher will grade the assignment based on the following.

During the evaluation your teacher will pay special attention to:

- **Content:** Does your personal top 5 show the various aspects of the refugee problem?
- **Form:** Was your top 5 written with care and did you work together well?
- **Language mistakes:** Do your answers to the questions and the final assignment not contain too many language mistakes??

### Group size

You will work in pairs for this lesson.

### Neccisities

Prints of the big photos.

### Time

For this assignment you will need two hours.



# STEP 1: PHOTOS

[Print](#)

The nine lessons come back again, in the shape of three photos\* for each lesson:

\* Click on one of the 27 photos for a photo in a big format

## 1) Foreigners

Surely, he must be  
a stranger, who is lost.



## 2) Refugees



## 3) International conventions and actions



## 4) Refugee camps



## 5) Asylum policy



## 6) Economic refugees



## 7) SOS Europe



## 8) Unaccompanied Minor Foreigners



## 9) Invited refugees



## STEP 2: FINAL PRODUCT - TOP 5

[Print](#)

You have looked at 27 photos now. Choose from these photos to make your own top 5.

Indicate which photos you like best and why (half an A4 page without pictures).

