

## Sheets offered to teachers

These sheets have been developed for teachers and educators. Their purpose is to help the teacher to review the topics covered in class during our sessions, to deepen, broaden certain themes, and also to approach new themes. Of course, these factsheets do not claim to be exhaustive on the subjects covered. We ask users for their input and suggestions in order to enrich their content.

List of clips and questions:

### **01/ Weakness = Discrimination**

QUESTION: "Does a position of weakness foster unfair exploitation?"

### **02/ Discrimination**

QUESTION: "Does discrimination come from ignorance of others?"

### **03/ Language as a vector of integration?**

QUESTION: "Language, a necessary/sufficient condition for integration?"

### **04/ Discrimination, Racism or....**

QUESTION: "From racist prejudice to discrimination?"

### **05/ The fear of being invaded.**

QUESTION: "A mix to be feared or to be understood and integrated?"

### **06/ Discrimination at work**

QUESTION: "Are immigrants condemned to the hardest work?"

### **07/ Possible integration?**

QUESTION: "Is integration possible?"

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## 01/ The link between weakness and exploitation

Question: "Does a position of weakness favor exploitation?"



Clip duration : 00:50

<https://www.unmondemigrant.org/faiblesse-exploitation-2/>

### Content

Dorkas , a Bolivian woman, arrived in Europe more than 16 years ago when, following the economic crisis in her country, she lost her job. She could no longer support her large family. She left behind 6 children in the country! Since her arrival She has always worked as a cleaner. She is one of those thousands of undocumented women, who, until today, have been refused regularization. living every day in "clandestineness" and with a feeling of irregularity and guilt, this makes them very vulnerable in society. She tells us an episode of his life in the service of others.

### General information

- On life in the "underground"
- On the exploitation of people in weak positions
- On financial support from migrants to their families in their country of origin

### Target audience

Middle and high school students and adult public

### Learning objectives

- Critical reflection on migration, its challenges, its opportunities and its consequences.
- Highlight the exploitation of people in weak positions in our societies, and thereby provide the opportunity to question this.
- Critical reflection on the causes that make foreigners often have work (language problems, lack of training, non-training) recognized, discrimination).
- Reflection on acceptable and unacceptable working conditions.
- Highlighting the reasons for choosing migration, which are often related with the future generation.
- Reflection on the consequences of migration for the different generations.
- Ability to interact in the form of debate.

## Themes

- Living without papers = living without rights
- Exploitation
- Hypocrisy of the system
- Domestic worker

Suggested questions to explore the current topic further

- Recently, the figure of 600,000 to 800,000 people in an irregular situation has been mentioned, which would represent 0.89 to 1.19% of the total population. Among them, many are women who have come alone and work as domestics. They are now part of our society and their presence has become essential for the daily balance of homes. Is it imaginable today to deprive oneself of those people who take care of households, children and their people?

Dorkas' situation makes her particularly vulnerable. She must accept conditions and wages that do not respect rights, either point of view of the labor code, or from the ethical and moral point of view. But in As a woman, in an irregular situation and sometimes isolated, it is difficult to see how she could revolt and assert her rights to justice. How could she the situation could be improved?

- By regularizing these undocumented people, according to Dorkas, everyone would be winner. Migrants will be able to access social security, pay their taxes and their social contributions. By losing this feeling of precariousness and uncertainty, they will invest more to build something more stable in France and above all to integrate better. Their existence would not stop not to send the few hundred Euros per month back home. But then, Why does everyone turn a blind eye? Maybe they fear an arrival massive influx of migrants if regularization is made easier? A ball effect snow? Or is it simply because after all these years a balance was created, that we know it but we pretend not to see anything and that the system works?

## 02/ Lack of awareness of others and discrimination

Question: "Does discrimination come from a lack of awareness of the others ? "



Clip duration 01:55

<https://www.unmondemigrant.org/discrimination-3/>

### Content

Michaela, an 18-year-old Bolivian student in La Paz, tells us about migration:

"I believe that discrimination is present in every country for reasons different but ultimately similar. In general, if you don't know anything else than your little world, and if you do not know "the Other", his culture, his language, his religion, its morals, you are afraid of it. In the case of migrants people wonder rarely why people left their country, because they are too busy worrying about it of them. While in reality, instead of being afraid, we should look at the positive aspects migrants bring and that can help us and our society progress.

But if you live locked up and you know nothing other than your own school, your work, his old friends, we will have a shock in meeting a person who comes from elsewhere looking for a job simply to improve one's quality of life. I finally think that this fear of immigrants comes from a lack of knowledge of the harsh reality of certain countries. We must know their reality well before judging and discriminate!"

### General information

- On discrimination
- On prejudices VS knowledge

### Target audience

Middle and high school students and adult public

### Learning objectives

- Reflection on the causes of discrimination.
- Reflection on ways to avoid discrimination.
- Understand the complexity and difficulty of certain contexts/countries, which lead people to be forced to emigrate.
- Learn from the experiences reported in the report and those that will be told by comrades, to highlight the causes, forms and consequences of discrimination.

- Reflection on the link between fear of “the Other” and lack of information about it subject.

- Ability to interact in the form of debate.

#### Themes

- Discrimination

- Knowledge and education, weapons against the fear of the unknown

- Become aware and understand the realities of others instead of judging without thinking to know

- Curiosity and interest in others

- Get out of your own daily routine

- Our reality in the face of the complexity of global issues

#### Suggested questions to explore the topic further in class

- We live in a small, comfortable country: do we therefore risk ignoring or forget the harsh realities of certain countries (wars, famines, crises economic)?

- We are surrounded by foreigners, migrants, minorities who come moreover. Can we claim to know their reality and that of their country? respective?

- What could be the solutions to get to know others better?

(For example: books, press, television, internet, studies, travel, etc.)

- What factors can lead to discrimination and exclusion of the “Other”?

(For example: competition in the job market, personal frustration, need for revenge against the weaker, feeling of superiority and feeling of power)

- In your daily life, how do you react when faced with a stranger? Do you have the tendency to exclude him, avoid him, ignore him, or to be interested in him out of curiosity?

### 03/ Language as a vector of integration

Question: "Language, a necessary/sufficient condition for integration?"



Clip duration 02:00

<https://www.unmondemigrant.org/la-langue-vector-dintegration/>

#### Content

Rama Jetishi , a Kosovar asylum seeker, lives with his family in a reception centre and he fights not to be expelled. Rama attends language classes French , which are essential for him to integrate well into society. He finds the language is very difficult but he hopes to learn it in a year. He already imagines himself looking for work, and knows that to find a job he has to do well express yourself and communicate well with others. Unfortunately, this is not still his case.

On the other hand, Ferida , his 9-year-old daughter, already has an almost perfect command of French, only six months after his arrival. This is surely due to his schooling .

#### General information

- On integration
- On the role of language in integration: the fact that language is part of conditions of integration, without which it is difficult to continue the integration process
- On integration as a two-way process: migrants must make efforts, but also that these efforts are recognized, accepted by local people, and that they themselves make efforts in the other direction
- On the difficulty adults have in learning a new language, and the consequences of this: difficulty in finding work, in integrating, etc....
- On the difficulty for children to learn a new language without their parents know this language and can practice it at home

#### Target audience

Middle and high school students and adult public

#### Learning objectives

- Critical reflection on integration, and the role of the different actors in this process.
- Demonstrate the essential role of integration for social and professional life

migrants.

- Understand the complexity of integration, which depends not only on several factors, but also different actors (migrants, actors external, surroundings, etc.).
- Highlight the difficulties but also the necessities of learning of the local language, which are different for each individual thanks to the example of Rama and his daughter.
- Reflection on the link between language and integration.
- Ability to interact in the form of debate.
- Learn from the experiences reported in the report and those that will be told by comrades, to highlight the issues related to integration.

Themes

- Language as a vector of integration
  - Language: an obligation or a necessity?
  - Language: an obstacle for parents, a facility for children
  - The link between language and emancipation in society
- Suggested questions to explore the current topic further
- In your opinion, how can you be integrated into a country, a city, or a society? What does integration mean?
  - Is language an essential condition for being accepted into a country?
  - Is language the most important vector for integrating into a country? foreign? What are the other determining factors?
  - It is the language that promotes integration or it is not rather integration that promotes language learning? Or just both: having a work, picking up children from school, playing sports, all of this helps language learning.
  - Reflection on the sentence: "helping and facilitating the integration of an individual does not consist not only to teach him our language, but to make an effort ourselves to learn a few words of his language."
  - Reflection on the sentence: "Integration does not mean denying one's culture or one's language, we have the right to preserve and transmit our own culture."
  - To what extent can speaking the local language allow a form of emancipation?
  - Do you think it is easier to learn a language as a child or adult? How can this be explained and what consequences does it have for the integration of parents, children, and a family in general?

#### 04 Discrimination, racism or....

Question: "From racist prejudice to discrimination?"



Clip duration 01:21

<https://www.unmondemigrant.org/discrimination-racisme-ou/>

#### Content

Guilain, a Congolese from Kivu, a scholarship holder in political science, tells us about his direct and indirect experiences of discrimination in Europe.

1. *"Being black is really a handicap!"* Guilain tells us .

Looking for an apartment, he contacted several landlords and real estate agencies. On the phone, thanks to his perfect command of the language, everything seemed to work well. But when the time came to visit, he saw a look of surprise in the person's eyes and face, as if to say: "My God? But he's black! "

This is why his file does not go through, under the pretext that the apartment has already been rented!

#### General information

- On racism and its manifestations
- On discrimination (based on origin, skin color, language, appearance)
- On prejudices

#### Target audience

Middle and high school students and adult public

#### Learning objectives

- Critical reflection on everyday situations that may seem banal, that the students themselves have experienced or situations that have been reported.
- Understand the complexity of racism: direct and indirect racism.
- Difference of perspectives: Engage in a discussion between all students, become aware of different points of view and listen to others.
- Ability to interact in the form of debate.
- Learn from the experiences reported in the report and those that will be told by comrades, to highlight the different actors (perpetrators and victims), forms and impacts of racism and discrimination.

#### Themes

- Discrimination and racism



- Prejudices
- Hypocrisy / conformism / appearances

Suggested questions to explore the current topic further

- Discrimination against black people in access to housing, including apartment rentals, is a persistent reality in many countries. It manifests itself in different ways, often subtle, but with serious consequences - Can you give me the definition of racism? - Name the different forms and manifestations that racism can take?

(For example: words, gestures, avoiding someone, having prejudices about a group entire ...)

- In your daily life, have you experienced racism?

- Can prejudices lead an individual to a discriminatory attitude? If yes ...describe some examples to us.

suggest a distant origin, what sensations do you experience? (By example: curiosity, interest, distrust, fear, superiority, etc.). Why?

Can the external appearance of the other lead to his exclusion, discrimination and further to a racist attitude?

- Do you think you are someone free from all prejudice?

- If you think that racism and discrimination are very present in our society, and you find it unfair, do you have any solutions to propose? - Suffering repeated discrimination can be exhausting and frustrating, affecting self-esteem and financial stability. Do you think this is the case for Guilain? - In many countries, laws protect against discrimination in housing. Is this the case in France with the law on discrimination?

## 05 Fear of being invaded

Question: "A mix to be feared or to be understood and integrated?"



Clip duration 01:50

<https://www.unmondemigrant.org/peur-detre-envahi/>

### Content

Claudio, a young Argentinian, left his native country. Faced with the crisis economic and the 'Corralito plan' of 2001, he left his country and then "transited" to the United States and then to Spain for more than 10 years. Thanks to his stay in Spain, during which he worked, he obtained the EU passport. He shares with us his experiences, both direct and indirect, in the face of discrimination. He confides that, personally, he has never been a victim of racism or discrimination. However, he has often noticed aggressive expressions on people's faces when they meet foreigners.

He then talks about the fear that a friend confided in him: when she takes the subway and finds herself surrounded by people from different backgrounds, whose faces are unknown to her, their languages too, she feels a worry that is difficult to explain. Even if the subject of racism remains taboo, Claudio believes that a fear of the Other persists. A fear that pushes some indigenous people to be suspicious, to exclude and to marginalize those who are not part of their familiar circle.

### General information

- On racism and its manifestations
- On discrimination (based on origin, language, religion, appearance)
- On prejudices

### Target audience

Middle and high school students and adult public

### Learning objectives

- Critical reflection on everyday situations that may seem banal, that the students themselves have experienced or situations that have been reported.
- Understand the complexity of racism: direct and indirect racism.
- Difference of perspectives: Engage in a discussion between all students, become aware of different points of view and listen to others.
- Ability to interact in the form of debate.

- Learn from the experiences reported in the report and those that will be told by comrades, to highlight the different actors (perpetrators and victims), forms and impacts of racism and discrimination.

#### Themes

- Discrimination and racism
- Language and its importance
- Prejudices
- Fear of the unknown
- Hypocrisy / conformism / appearances

Suggested questions to explore the current topic further

- Can you give me the definition of racism?
- Name the different forms and manifestations that racism can take? (For example: words, gestures, avoiding someone, having prejudices about an entire group, etc.)
- In your daily life, have you experienced racism?
- Can prejudices lead an individual to a discriminatory attitude? If so...describe some examples.
- In front of a person who is unfamiliar to you, who speaks another language, who practices a religion different from yours, and whose physical aspects suggest a distant origin, what feelings do you experience? (For example: curiosity, interest, distrust, fear, superiority, etc.). Why?
- Can ignorance of others lead to exclusion, discrimination and, further, to a racist attitude?
- Do you think you are someone free from prejudice ?
- If you think that racism and discrimination are present in our society, and you find this unfair, do you have any solutions to propose?

The feeling of being invaded by foreigners is a subjective perception that can emerge in certain societies due to various social, economic and cultural factors. It is not necessarily based on objective realities but rather on impressions, media or political discourses, as well as historical and psychological dynamics.

Some Triggering Factors

1. Rapid demographic changes - A sudden increase in the foreign population in a neighborhood or city can generate a feeling of loss of bearings. The fear that traditions and national identity will be diluted by new cultural influences.
2. Media and political discourse - Some discourses insist on a migratory "invasion", amplifying the idea of a loss of control. - The media can accentuate the association between immigration and insecurity, reinforcing fears.
3. Economic and social pressures. Competition in the labour and housing markets may be perceived as exacerbated by the arrival of foreigners. - Access to public services (education, health, social assistance) may be seen as more difficult due to a growing population.
4. Fear of the Other - Human beings tend to be wary of what is unknown to them.

## 06 Discrimination and work

Question: "Are immigrants condemned to the most difficult jobs?"  
hard? »



Clip duration : 01.05

<https://www.unmondemigrant.org/discrimination-et-travail/>

### Content

In this video, a series of images of construction sites, workers, craftsmen, all kinds of manual and physical work, and also, images of household chores, very often reserved for migrants.

A voiceover accompanies us and describes the current situation in France and in most "developed" European countries on the theme of work often reserved for migrants or disadvantaged social classes. Physically demanding and exhausting jobs, which do not require great skills and their remuneration remains minimal. We notice several jobs: dishwasher in the kitchen of a restaurant, worker on a construction site, handyman, cleaning man or woman...

The natives do not accept to do the tasks that are done by the migrants, but go towards activities where they do not get their hands dirty. It is increasingly

It is rare to see him cleaning the street or a parquet floor, laying tiles, building a wall, this are jobs for migrants, "for people who come from Eastern Europe, Asia, Africa and Latin America!"

### General information

- On the work of foreigners
- On working conditions (exploitations?)

### Target audience

Middle and high school students and adult public

### Learning objectives

- Critical reflection on migration, its challenges, its opportunities and its consequences.
- Critical reflection on the prejudices "foreigners on construction sites", "native in the offices".
- Critical reflection on the causes that make foreigners often have

work (language problems, lack of training, training and diplomas obtained abroad not recognized, discrimination).

- Understand the complexity of the conditions of the right to work (different permits, limits that this implies).
- Reflection on acceptable and unacceptable working conditions.
- Ability to interact in the form of debate.

#### Themes

- Comfort => Desertion of certain tasks by the local population
- Know how to adapt and accept
- Everyone with the same rights
- Lack of skills or discrimination?
- Hard work = loss of dignity
- Distress and obligation
- Get out at all costs - a mission to accomplish!

#### Suggested questions to explore the current topic further

- Reflection on this sentence: If migrants can accept hard tasks and works that indigenous people boycott, it is very often in the hope of a change in their socio-economic condition in a timely manner reasonable. So often they think of a transitional period, which on the other hand in reality, can drag on forever.
- According to the opinion of some migrants who are now retired, this is nowadays of a lack of skills and a flow of people who are not highly specialized in a profession. The competition is tough and if you are not among The best of us is forced to accept the most basic tasks, very often the lowest paid and the hardest.
- It must be recognized that without the presence of migrants, Today, the society of many "modern" countries could not function. the natives/indigenous people of the country have difficulty adapting and taking care of the tasks that they now seem to disdain or consider as degrading?
- Migrants are accused of accepting intolerable working conditions, They promote the abuse of rights, and of course the reduction of wages in certain categories of professions. We speak of "unfair competition". We perhaps forget that they, in a weak position, are the first victims of the system and not the beneficiaries and profiteers. What do you think about this?

## 07 Integration possible?

Question: "Is integration possible?"



Clip duration 02:12

<https://www.unmondemigrant.org/integration-possible-2/>

### Content

Olivier Barras is a Swiss who emigrated to Bolivia. We often talk about the migrants in Switzerland, France, Germany... but less often emigrants from developed countries.

Indeed, it may seem less logical because there are no apparent reasons why would suggest a need to emigrate from these countries: as he argues, there is no conflicts, not economic or political problems. But are these the only ones? reasons that justify migration? According to him, no. There are other reasons that have pushed to leave:

Olivier had no conflict with his family, no problems work, he is not an economic migrant. What pushed him to leave, It is a deep desire to know the world, to travel, which has gradually grown transformed into a desire to live in Bolivia.

He tells us that it was " a completely free choice, based on the building a family, also a choice of quality of life.

*"Today after all these years I have no doubt that the quality of life I have here is much better"*

He continues, *"However, despite this, today I still feel like a migrant: I live the experiences of a migrant every day, even though I have been here for many years. I have felt Swiss and Bolivian for 23 years. It is an extraordinary feeling.*

*and incredible to feel in a migratory situation after so many years. It is why I have a lot of empathy for migrants in Europe, who have to obviously feel the same way."* He ends his testimony with this

Question: "Is full integration, as desired, really possible? possible? "

### General information

- On migration other than economic, political migration
- On integration
- On the feeling of being integrated
- On the feeling of dual national belonging, and its impacts on integration
- On integration as a two-way process: migrants must make efforts, but also that these efforts are recognized, accepted by local people, and that they themselves make efforts in the other direction

- The integration of the first generation of migrants can be problematic, but this difficulty can be alleviated with the passage of other generations. On the other hand, in the case of ghettos and sensitive urban areas, this trend may reverse.

#### Target audience

Students in the orientation cycle, business school, general culture school and college.

#### Learning objectives

- Critical reflection on integration, and the role of the different actors in this process.
- Demonstrate the essential role of integration for social and professional life migrants.
- Understand the complexity of integration, which depends not only on several factors, but also different actors (migrants, actors external, surroundings, etc.).
- Highlight the difficulties linked to dual (or more) membership national.
- Learn from the experiences reported in the report and those that will be told by comrades, to highlight the issues related to integration.
- Ability to interact in the form of debate.

#### Themes

- Migration as a desire for change, to travel, to discover new things things
- Quality of life
- Integration: feeling at home
- Integration: the feeling of dual belonging
- Integration as a merger into a new society? Fitting in and adapting to it?

#### Suggested questions to explore the topic further in class

- Do you feel integrated into society? Why?
- Integration as respect for social and moral values.
- Should integration be seen as a form of formatting towards a single model? uniform? Is it possible to live in society without needing a model?
- Is integration more or less easy between the first and the second? generation?
- Is integration context-dependent, in addition to being dependent on individuals?
- How to take into account the differences and particularities of each individual during the integration process?
- During the integration process, it would ideally be possible to harmonize its own origins with that of the host country. How to find the right balance between a new society and one's own cultural baggage?
- Think about these sentences:
  - \* "The efforts of the migrant and those of the native inhabitants are all two necessities for successful integration."
  - \* "Integration: tolerance, openness on one side but also willingness and accustoming the other."