

**3rd League of Arab States Youth Forum – 2<sup>nd</sup> Euro-Arab Meeting  
14<sup>th</sup>-19<sup>th</sup> November 2009, Assilah, Kingdom of Morocco**

**Documentation of the Workshop “Discrimination and Integration”**

**Day 1: 15.11.09**

**1. Ice-Breaking**

**2. Knowing Each Other**

**3. Discussion:**

**3.1 Expectation about the Workshop**

Learn new things

Share experiences

Develop new ideas

Learn/ observe other ways to organize a workshop

Write a real inter regional action project for: Europe-Arab, Europe-Europe, Arab-Arab

Friends and good memories

Discuss role of education in the process of integration

Brain storming

Practical conclusions

Specific background and background of each country

**3.2 Expectation about the Facilitators**

A good coordination

Open minded

Good communication skills

Deal with situations

Flexibility in the mind

Having a good knowledge

Respect opinions of the participants

**3.3 My Personal Contribution**

Activity in discussion

Introduce interviews (video) of Arab immigrants in Italy

Small movie “Integration of 1<sup>st</sup> and 2<sup>nd</sup> generation”

Share experiences in field work with migrants

Suggesting a critical overview on academic and HR discourse

Personal experience in the field of integration of immigrants and apatries

**3.4 Expectations about the Group**

Basis: common sense

Practical outcome

New perspectives

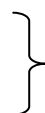
Pointing out differences and what we have in common

Cultural code/context

→ Tradition

→ Religion

→ History



socialization

Topics to discuss:

Financial gap between the North and South

Respect others/ideas

Bring arguments

Share good practices

### **3.5 Fears about the group**

There is no fear!

Not to be understood (lack of language/ cultural awareness)

Not having similar expectations

Spend a lot of time on the things what everyone knows

## **4. Discussion about changeable and not changeable aspects**

### 4.1 Changeable aspects

Nationality

Career

Political views

Hobbies

Gender

### 4.2 Not changeable aspects

Ethnic origin

Sex

Age

Family

Talents

The participants evolved a new aspect which in between mentioned in chapter 4.1 and 4.2. :  
There are changeable aspects which are hard to change because of the social pressure like religion.

Socialisation has a huge influence of people's life style and conviction.

## **Day 2: 16.11.09 1<sup>st</sup> Session**

### **1. Integration in your country and fight against discriminations towards migrants**

#### **Some good practice examples:**

- Homework Cafés (voluntarily coaching of children with migration background who don't speak the official language of the country they live in)
- Personal Contact
- Promoting Best-Practice Examples (awards)
- Languages Classes for free
- Victimized (prevents integration)

## 2. How to promote integration and to fight against discriminations in your context

Promotion of integration by:

- Culture and values
- Cooperation and common actions
  - Culture Festivals
  - Meetings
  - Seminars
  - Brain Storming
  - Peace Day

### Your experiences related to: Migration (integration and fight – against discrimination-)

- **Othering**
  - **Outside perspective** (people don't accept someone due to his visual nature/look)
  - **Inside perspective** (someone doesn't feel integrated due to the fact that majority of the society doesn't accept him as belonging to the society he lives in)
- **Flexibility** (both sides have to move to each other's direction be willing to understand the other)
- **Question of will** (intergration is not impossible, it is a question of will as far as the legal framework is set)
- **Legal framework** (the legal framework should allow everyone in the society – citizens and noncitizens- to participate and articulate his interests and influence the political decision making process)
- **Lack of key skills:** e.g.: **language** (nescience of the official language is the key of integration, nescience of the language is an aggravate in process of integration)
  - Contact/communication** (ghettoisation aggravates the process of intergration as well and avoids the contact and leads to misunderstandings)

### Day 2 2<sup>nd</sup> Session:

#### 1. Report of the Expert Khalil Raihani

Definition of discrimination (source: international convention on the elimination of all forms of racial discrimination - Compass):

Any distinguished exclusion based on race, national, ethnic, religion or sexual orientation.

Discussion topics:

What is Migration?

- How should migrants in the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> etc. generation be distinguished?
- It should be differentiated between migrants and people with a migration background. Both groups have different needs.
- Who are the actors who can influence the process of migration?  
Politicians, NGOs, lobby and pressure groups, enterprises

Quotes for marginal groups?

- Controversial discussion:  
Yes: the guarantee that the voice of marginal groups can be heard and their interests are represented

No: people shouldn't reach position due to their gender, ethnic origin etc.

Identity crisis of people with migration background

- Not belonging to either one of the societies (the society they live in and the one his parents or ancestor

## **2. Assilah Appeal Discussion, Open Floor**

Opinions of the participants:

- Information about migration which should be provided should be independent and objective
- Reasons for emigration are not due to climate change. The biggest problem and the main reason is the security situation of the sending countries
- The responsibility of both sides should be stressed
- There is almost no data reflecting the situation of migrants in the Arab world
- The financial gap between the north and south should be solved by setting and following certain social standardss

## **Day 3 18.11.09 1<sup>st</sup> part**

### **1. Role play**

Roles were given by the facilitators which should be kept secret at the beginning. The facilitators read out some question to make the participants get into the role and identify oneself with it.

Some examples of the questions:

- How did you spend your childhood?
- Do you feel save?
- Do you look hopefully to your future?
- Do you think you can reach every aim you want to? etc.

Some example of the roles:

- 17 years old girl (gypsy) who never finished primary school
- A prostitute living with the HIV
- A Muslim migrant girl
- A soldier
- A single mom
- A daughter of a wealthy bank director
- Legal and illegal migrant etc.

Rule of the role play:

The facilitators asked the participants, addressing their roles, questions. If the participants could answer with a "yes" to their question, they should step forward.

Conclusion of the role play:

A visual demonstration of the social classes existing in the society and make the participants to identify themselves with different (far) characters. Make empathy for a better understanding.

**Day 3 18.11.09 2<sup>nd</sup> part** (to have a concrete outcome and reach the funders directly)

## **2. Making up of project proposals**

Components which should be kept in mind:

- Title
- Target groups
- Activities
- Next steps
- Contact

Some project proposals:

- Exchanges: (Euro-Arab; Rumania; addressing children)
- Project (Euro-Arab; young migrants in Europe and Arab countries, exchange of experiences)
- Discussion platform (should take place in Andalusia and include Morocco, Spain, Portugal; it should take place in Andalusia because Jews, Christians Muslims used to live there together more or less peaceful, addressing students, one of the activities could be: archaeological researches and a creation of a multilingual website)