THE FOM@PLAY TEACHING-LEARNING MATERIALS FOR EDUCATING UNIVERSITY STUDENTS IN EUROPEAN VALUES AND CITIZENSHIP

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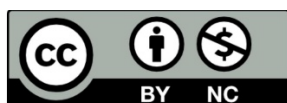
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The FOM@Play Teaching-Learning Materials for Educating University Students in European Values and Citizenship

ENGLISH VERSION

MODULE 1: EUROPEAN CITIZENSHIP AND FREEDOM OF MOVEMENT

MODULE 2: EUROPEAN CITIZENSHIP AND IDENTITY

MODULE 3: EUROPEAN CITIZENSHIP AND SOCIAL EXCLUSION

MODULE 4: EUROPEAN CITIZENSHIP AND INCLUSION

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MODULE 1: EUROPEAN CITIZENSHIP AND FREEDOM OF MOVEMENT

LEARNING OUTCOMES

By the end of this module:

- You will be aware of the multifaceted concept of freedom of movement within the EU, encompassing its foundational principles (the four freedoms), its socio-economic and political implications, and its impact on individual lives and European values.

- You will be able to evaluate the opportunities and challenges presented by freedom of movement for both European citizens and the broader European identity.

- You will be able to communicate effectively and engage with a public audience on the complexities of European citizenship and mobility, synthesising key insights from the module into a digital format that incorporates evidence, personal reflections, and multimedia elements.

SESSION 1:
WHAT IS FREEDOM OF MOVEMENT?

LEARNING OBJECTIVES

In this session:

- You will identify and understand the four freedoms of movement within the EU.
- You will become aware of the personal, social, economic, and political significance of freedom of movement.
- You will critically evaluate the role of freedom of movement in shaping European values.

ACTIVATION

(10 MINS) | **ACTIVITY 1:** This session delves into the concept of 'freedom of movement'. Read and discuss the following questions in groups of 3 or 4 students:

1. Have you ever travelled to another EU and/or non-EU country? Did you need a passport?
2. Taking your experience into account, what does 'freedom of movement' mean to you?

ACTIVITY 2: Read the following extracts from the FOM@Play interviews. Think about the question below individually and then discuss it with your shoulder partner:

(10 MINS)

What key ideas about freedom of movement do these three speakers mention?

EXTRACT	KEY IDEAS
Actually, within the European Community, we can work wherever we want. It's not just about free time. In German, this is called Freizügigkeit, a concept that means: if I decide that my dream job is in a company in France, I can go there. I don't need a visa, a work permit, or a residence permit. This is a great freedom, a great freedom for the individual, but also a great opportunity for the economy. **(German female citizen living in Italy)**	
I like the feeling that I have the possibility of having this freedom of movement, the freedom to travel peacefully throughout Europe without extra checks, without standing in line at the border. **(Ukrainian female citizen living in Italy)**	
For me, it has a more personal, maybe emotional or sentimental meaning, in the sense that I have a recognised right to be here. Whatever comments a colleague might make at work—well, you're entitled to your opinion, but you can't tell me I don't have the right to be here, because I do. I can work here, I can live here, and I'm under the same conditions as you. So, it makes me feel more like I'm part of this society, and of European society in general. **(Polish male citizen living in Spain)**	

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INPUT

(10 MINS)	**ACTIVITY 3.1.:** Free movement of people is one of the four freedoms of movement that EU citizens enjoy. Below you will learn what these freedoms entail. Read them individually and relate them to the following statements of scenarios.

- **Free movement of goods:** Eliminates customs duties and quantitative restrictions between member states.
- **Free movement of services:** Allows individuals and companies to offer services across the EU.
- **Free movement of capital:** Enables capital to be moved freely between member states.
- **Free movement of people:** Allows EU citizens to move, live, and work in any member state.

Source: European Parliament (n.d.)

SCENARIOS
1. A Belgian student moves to Finland to study at a university without needing a visa.
2. An Italian lawyer represents a client in an Irish court without extra legal barriers.
3. A car manufacturer in Sweden can send parts to its factory in Belgium without additional taxes.
4. A Spanish tourist visits Prague and can stay as long as they want without restrictions.
5. A French citizen opens a bank account in the Netherlands without restrictions.
6. A Polish nurse gets a job in Sweden without requiring a special work permit.
7. An Italian software engineer decides to relocate to Germany with their family and immediately gains access to local healthcare and schooling.
8. A Greek retiree transfers their pension savings to a bank in Italy to take advantage of better interest rates.

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(5 MINS)	**ACTIVITY 3.2.:** Reflection. What does each of these freedoms of movement involve? Why are they important for European citizens? Discuss with your shoulder partner.

	For additional activities, refer to Additional Activity 1 in the Teacher's Notes at the end of the entire module.

(10 MINS)	**ACTIVITY 4.1.:** The following video was recorded in 2016, before the UK left the European Union (Brexit). At that time, EU citizens had the right to live and work freely in the UK. The speakers share their experiences to illustrate how freedom of movement within the EU allowed them to study, work, and build meaningful relationships across Europe. As the UK prepared to end its participation in free movement, the video acts as a reflection on what might be lost. https://www.youtube.com/watch?v=OaLpXC4LU7o Watch the video attentively to learn what freedom of movement means for the people in the video.

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As you watch, take notes focusing on:
↳ **Personal stories illustrating freedom of movement:** What personal experiences highlight the importance of freedom of movement?
↳ **Reasons and arguments supporting freedom of movement:** What economic, social, and political arguments are presented?
↳ **Concerns or challenges related to free movement:** What potential challenges or counterarguments are mentioned?

Personal stories	
Reasons and arguments	
Concerns or challenges	

(10 MINS)	**ACTIVITY 4.2.:** Pair up with a classmate. Take turns sharing one key point from your notes. Instead of listing points, build on each other's ideas, making connections between different perspectives shared in the video.

(15 MINS)	**ACTIVITY 4.3.:** Think about the following questions individually and then share your reflections with the other students. ↳ **How does freedom of movement relate to fundamental values such as personal freedom and autonomy, cultural diversity, equality, opportunity, and solidarity?** ↳ **What values do the speakers in the video express, either directly or indirectly? Read the transcription (see Appendix at the end of**

	the lesson) and identify the value and the fragment where this value is expressed.

VALUE	FRAGMENT

	For additional activities, refer to Additional Activity 2 in the Teacher's Notes at the end of the entire module.

REFLECT AND SHARE

(10 MINS)	**ACTIVITY 5.1.:** Individually, reflect on the question below and write down your answer. You can use what you have learnt in this session or any stories that you know.

How does free movement shape individual lives and societies?

(5 MINS)	**ACTIVITY 5.2.:** Pair up with a classmate and share your answer. Your partner must build on your idea rather than just respond (e.g., by adding an example, connecting it to another story, or offering a different perspective).

(5 MINS)	**ACTIVITY 5.3.:** After both have shared, find one key takeaway from your discussion and from this session. Share your takeaway with the other students.

	For an Exit Ticket for this session, refer to Additional Activity 3 in the Teacher's Notes at the end of the entire module.

USEFUL REFERENCES
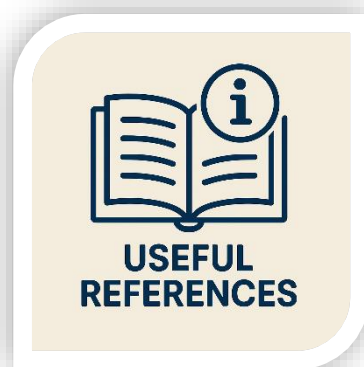
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APPENDIX

VIDEO TRANSCRIPTION (Activity 4.3.)

(Speaker 1) *Free movement has profoundly shaped my life. When I was 18 and I found the subjects I wanted to study were in Italy and in the UK, eventually I was able to pursue that. When then in London I met a person I fell in love with, I was able to pursue him when I found out he lived in Amsterdam. When we found the things we wanted to work with in London, we were both able to come and live here. So, everything, I would say my current family, my friendships, my job, my education are consequences of me being able to enjoy the freedom of movement.*

(Speaker 2) *Until years ago, some years ago, only the rich and the powerful were able to freely move around, and be with whoever they wanted, work wherever they wanted. Now, that freedom has become part of something that common people can do, so everybody can freely move so they don't have to ask for permission. So, that control that was there before now has disappeared and it's about the people, really. We've gone a lot more about that democracy, the power to the people, let's say.*

(Speaker 3) *I think that for my generation, it is really completely natural. I think it's hard for us to imagine what it would be like if we didn't have that: if we didn't have the ability to jump on a plane and go for a city break somewhere in one of the European cities; if we didn't have the option to study in another country if we chose to do so; and if we didn't have the ability to choose to work somewhere else and gain experience in another European country.*

(Speaker 4) *With free movement, you're able to have a lot more diverse population, you have a lot more multilingual people and that can contribute to society, to the Arts, and to employment.*

You have people who are coming here who can contribute to an increasingly diverse society, diverse economy, and I think that's very, very rich.

(Speaker 5) *I think it's just the simple freedom to be able to go to different countries, to travel, to work, study, live… I think the freedom of movement gives us security. The fact that we have Europeans in different European countries at the moment and the fact that we are so intertwined gives us security. It means that we need to work together and it means that the governments of the various European countries must work together as well to resolve any potential problems that we have together. We have to remember that that's why the EU was created: because we've had war in the continent for most of our history, and the fact that we have become interdependent and interconnected means that we've grown into the understanding of each other, that we've kind of ensured that there is not going to be war because it's not good for any of us.*

(Speaker 6) *Obviously, EU migrants also pay tax. They pay into the welfare system and make it richer.*

(Speaker 4) *There was a study that showed that for each pound 30 that EU migrants contribute in taxes they only take in about one pound in terms of the services and so forth.*

(Speaker 1) *I think British people would lose the same thing that I would lose in principle, and they would lose the opportunity to be able to pursue, perhaps, the studies that they want to pursue that happen to be somewhere else. In the same way, if they meet someone and fall in love they might not be able to pursue that, or they might still insist on pursuing it but it would definitely be much more difficult.*

(Speaker 2) *I mean, are our British people ready to give up a right that they've earned and that they can use if they want to? I mean, I understand not everybody necessarily wants to go and live in a different country. But they can and their children will be able to do it, and losing such a right which is such a great step we've taken towards that democracy, towards equality, it would be such a big mistake.*

(Speaker 3) *The freedom of movement will happen regardless of whether the UK remains in Europe or not. It will be something that will happen because it needs to happen. The UK is an international business centre. It requires the skills that Europeans have to offer. It needs those to prosper and to be the great country that it is.*

(Speaker 2) *If there would be one thing I could say to the people of Britain about free movement that would be: "Don't give it up. It's your right. It's about opportunities. It's your chance to have a new life anywhere else. It's your chance to meet your soulmate and be able to have a great relationship in 28 countries. Just don't give up that opportunity.*

SESSION 2:

WHAT DO REAL LIFE- STORIES TELL US ABOUT THE BENEFITS AND CHALLENGES OF FREEDOM OF MOVEMENT?

LEARNING OBJECTIVES

In this session:

- You will be able to critically analyse the benefits and drawbacks of freedom of movement through the personal experiences of European citizens living in different EU countries.
- You will be able to apply personal insights and reflections to evaluate and contrast the real-life experiences of others regarding freedom of movement.
- You will write a short piece on your personal opinion on how freedom of movement influences migration and integration in Europe, considering both the opportunities and challenges it presents.

ACTIVATION

ACTIVITY 1.1.: Reflect individually on the following questions. Answer them based on your own experiences and perspectives.

(5 MINS)

- **Do you know anyone who has moved to another EU country to study or work? What was their experience like?**
- **Imagine you're moving to another European country. What do you think would be the first obstacles you would face? And what opportunities would excite you most?**

(15 MINS)	**ACTIVITY 1.2.: Pair up with a classmate and share your responses to the questions.** **In the paired discussion, you should:** • **Compare the challenges and opportunities you each identified.** • **Reflect on how your partner's perspective may differ from your own and consider how personal factors might influence someone's experience when moving to a new country.** • **Discuss whether you agree or disagree with each other's views and why.**

(10 MINS)	**ACTIVITY 1.3.: After the paired discussion, you can voluntarily share insights or interesting points from your paired discussions with the entire class. Highlight any common themes you noticed across pairs (e.g., common challenges or shared opportunities) or interesting contrasts between different perspectives.**

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INPUT

TASK
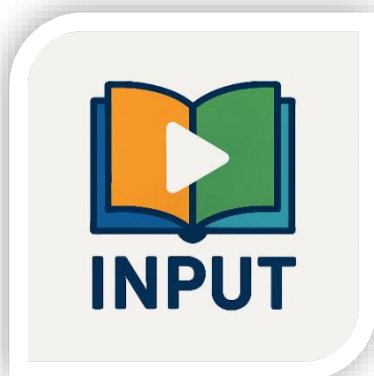
	ACTIVITY 2.1.: In this part of the session, we will focus on analysing several key passages from the FOM@Play interviews. Please split into groups of 2–3 students. Each group will be assigned a different set of interview passages, containing a mix of both positive and negative personal experiences and opinions related to freedom of movement in Europe (see Appendix with 10 different sets of passages).
(5 MINS)	

	ACTIVITY 2.2.: During the first phase of this macro-task, you will read and analyse the passages in order to:
(30 MINS)	o **Identify the advantages mentioned in relation to freedom of movement (e.g., job opportunities, access to services, personal growth, etc.).**
	o **Identify the challenges or difficulties mentioned (e.g., language barriers, discrimination, bureaucratic issues, etc.).**
	o **Reflect on how each citizen's experience might be different from that of others moving to and from different EU countries.**
	In order to identify advantages and challenges and reflect on individual experiences, consider the following guiding questions during your group analysis. Make sure you take notes on the key points, both positive and negative, so you can share them with the rest of the class during the following activity.

GUIDING QUESTIONS*

1. Beyond the obvious benefits (like travel and work), what less apparent advantages of freedom of movement are highlighted in these interviews?

2. Several interviewees mention challenges, such as bureaucracy. Compare and contrast the specific challenges described by different individuals. Are there common themes, or are the difficulties unique to certain situations or countries?

3. Some interviewees express concerns about the implications of freedom of movement (e.g., security, difficulty controlling borders). How do these concerns contrast with the positive experiences, and what tension do they reveal about the concept of freedom of movement?

4. How do personal networks and support systems (or the lack thereof) influence an individual's ability to overcome challenges related to moving to a new EU country?

5. Are there any instances where the reported experience contradicts or challenges your initial assumptions about freedom of movement in the EU? If so, what are they? and why?

*Note: Not all guiding questions may apply to every group, as each group is working with a different set of interview passages. You are thus not expected to address every single question — just focus on the ones that connect meaningfully to the experiences in your passages.

ACTIVITY 2.3.: Once each group has analysed their set of interview passages, you should share the advantages and challenges found in your respective passages and comment on the related personal experiences.

(15 MINS)

The sharing will follow a "build-on" format:

- One group begins by introducing a point from their excerpts — either a benefit or a drawback. E.g., "One advantage we found is being able to travel without needing a passport."
- Other groups who encountered the same theme in their excerpts will add to the discussion, sharing related quotes, different perspectives, or contrasting examples. E.g., "We read about someone who enjoyed spontaneous travel because they didn't have to deal with border checks."
- After this point has been explored, another group introduces a new advantage or drawback. E.g., "One challenge mentioned was difficulty finding housing due to being a foreigner."
- The process continues until all identified themes (advantages and challenges) have been shared and discussed.

During the discussions, you are encouraged to actively listen, make connections between stories, and expand on each other's points, creating a dynamic and reflective conversation.

The following questions can guide your discussion:

➢ **How can personal experiences, like those of the interviewees, influence the general perception of freedom of movement in Europe?**
➢ **In what ways can the experience of citizens moving to another country within the EU be improved? (Here you can introduce ideas about public policies, intercultural education, etc.)**

REFLECT
AND SHARE

(10 MINS)

ACTIVITY 3: Write a brief reflection (on one side of a sheet of paper) of what you have learned in the session.

Answer the following questions:

1. **How has your view of freedom of movement changed after analysing the interviews?**
2. **What do you think about the importance of freedom of movement in Europe for social and economic integration?**

For additional activities, refer to Additional Activity 4 in the Teacher's Notes at the end of the entire module.

USEFUL REFERENCES

- The FOM@Play Corpus. (2025). https://fomatplay.eu/home

APPENDIX

SET 1	*When you arrive here, there's a whole bureaucracy that you have to go through, which isn't well structured for foreigners. Adaptation would be much easier if there were already a whole package or process so that you could at least be legal or at least have the right to go to the doctor, have a number to open a bank account… You know, it's not as simple as one thinks.*
	For example, when I was approved for the scholarship here, my scholarship was at [research centre name], *and to get the work contract, I needed to have the NIE* [a personal number assigned to foreigners in Spain]*. To get the NIE, I needed to have the Social Security number, and to get the Social Security number, I had to have a bank account. But, of course, to open a bank account, I couldn't open it without the NIE, so it became like a snowball, always going around, and there was no way to move forward, until someone who knows someone, who knows someone else, helps you out and you can unlock the situation. But if you don't know anyone, it's impossible to process anything.*

I came here for a week to sign everything and process everything in June or July, when the whole public service is on vacation, and you practically have a limited time. A week almost wasn't enough. You have to pay a fee, but you have to go to the bank to pay it, and the immigration office is on the outskirts of the city. You're here, and if you don't have a car, public transportation isn't well defined, so you have to go and practically lose a whole day to complete the process. When with an operation on your phone, with your card, or with cash, you could have done it.

(Male Portuguese citizen living in Spain)

Now you can travel even with just an ID card. I can go to Romania without a passport, which wasn't possible before.

(Male Romanian citizen living in Spain)

FOMATPLAY*: How did you first learn about the right to free movement?*

INTERVIEWEE*: At the beginning of the 2000s, if I'm not mistaken. It was 2001, I went to London with friends, and that's when I discovered that even though borders weren't fully open yet, I could go with just my ID card to London.*

(Male Italian citizen living in Spain)

FOMATPLAY*: What do you think about this freedom of movement? You were telling me earlier about your Erasmus experience, how did you experience this possibility to move within the European Union?*

INTERVIEWEE*: Well, it's excellent, obviously; it's a beautiful thing. I mean, it's a cultural gain, you broaden your horizons, you make new friends; it's fun, of course. You learn languages by living in the country. I mean, at university. I can only recommend it. I also recommend it to my students: go abroad, do Erasmus. If you study languages, you should definitely live in the country. That is an excellent thing. It's a pity that there are now these discussions going on about reintroducing border controls because of immigration problems, etc., etc., unfortunately. But it's a very valuable thing, of course.*

(Female German citizen living in Italy)

The European Union offers a spectrum of possibilities; freedom of movement within the European Union, and thus much easier bureaucratic processes.

	(Male Greek citizen living in Italy)

SET 2	*The freedom to go to another country without needing a passport, without needing a visa, without worrying that you'll be missing a paper at the border is amazing. And also the fact that you can go for work, for vacation, or for studying—I think studying abroad is a great thing. Erasmus, in this sense, is something wonderful.* **(Male Italian citizen living in Spain)**
	My uncles came to Spain when Romania was already in the European Union, so they came with the Romanian ID without any problem. Before, you had to get a passport, you had to request permits, it was more complicated. Now, with your ID card you can come perfectly, you don't need to do any more paperwork. Before there were many more procedures. **(Female Romanian citizen living in Spain)**
	Just yesterday I read that freedom of movement in Europe is being questioned because it's too easy to cross borders now, that they no longer exist between countries. I really liked not having to show a passport, and that my children could freely cross from one country to another. Because for me, the world is for everyone. I remember the first time I was in northern Italy and there was no longer a border between Italy and France. We were looking, incredulously, at the empty booth where there were no customs officers anymore. So, I like the idea of freedom of movement, but I understand that it's too easy. It's hard to control who enters and who leaves your country in these difficult times. I don't know, a terrorist, for example, or someone... The idea of terrorism, I think that's what complicates granting total freedom of movement. The idea was excellent. I was completely in favour of it; now I understand that it can be more complicated not controlling who enters or leaves the country, in light of events that have happened. **(Female English citizen living in Italy)**
	FOMATPLAY*: Define freedom of movement in one sentence.* **INTERVIEWEE***: The possibility of personal development.* **(Female Bulgarian citizen living in Spain)**

	Actually, within the European Community, this means we can work wherever we want. It's not just about free time. In German, this is called **Freizügigkeit***, a concept that means: if I decide that my dream job is in a company in France, I can go there. I don't need a visa, a work permit, or a residence permit. This is a great freedom, a great freedom for the individual, but also a great opportunity for the economy.* **(Female German citizen living in Italy)**

SET 3	*Cross-border practices are now much more agile. Today, almost everything can be done online without having to move a lot. For example, I had to do a lot of paperwork for my retirement and all went through without problems and with an exquisite treatment by all the people involved.* **(Male Irish citizen living in Spain)**
	As a citizen of the European Union, I can travel to any European country without any restrictions. **(Female Romanian citizen living in Spain)**
	It is undeniable that Europe has brought and continues to bring us benefits, commercially, in terms of the freedom of movement across countries, and it is also a guarantor of certain types of policies. **(Male Italian citizen living in Spain)**
	INTERVIEWEE*: It's true that sometimes border police get a bit tough with the documentation issue, and even though it's not required by law, they ask for documentation when it's not necessary, you know? So, from a legal standpoint, it's good that you can travel between countries in Europe, because in the end, I think it's a good thing.* **FOMATPLAY***: Has this happened to you?* **INTERVIEWEE***: Yes, it happened to my cousin. Unfortunately, during a trip we were supposed to make to Slovenia, we had to cross the border from Italy to Germany, I think.* **FOMATPLAY***: By land, right?* **INTERVIEWEE***: Yes, by land. And she had left her ID at home, and we had to go back 6 hours, return home, and then head back, because they*

	wouldn't let her pass without her ID, even though it's not necessary to have an ID because we're in Europe. *So, well, another thing that happens to me, for example, when I travel to Melilla, is that many times they ask for my passport to return to Spain, when I'm still in the same peninsula. And it seems absurd to me that I have to show a passport, which is for leaving Europe, to enter one Spanish city from another Spanish city. Right? It's like if I were going from Seville to Malaga.* *(Female Italian citizen living in Spain)*
	My freedom of movement, let's say, has been total. So, I feel free to move from one country to another with my ID without having to explain anything to anyone. *(Female French citizen living in Italy)*
SET 4	*About my rights as a European citizen, I can go, live, and work in any country in the European Union.* *(Male Irish citizen living in Spain)*
	My experiences related to mobility or freedom of movement in Europe so far have been enriching. *(Male Greek-German citizen living in Italy)*
	I would like everyone to be able to travel wherever they want, without borders. But, if we travel, it's important to be able to go and return. For me, borders are something I don't like. I believe a person should be free, but also responsible. Everyone has to follow the rules of the country they go to. You can't just bring the rules from your country and expect everything to work that way. *(Female Romanian citizen living in Spain)*
	There isn't a state structure that helps you integrate, to understand the steps you need to take to integrate, to adapt, or to access the services that this country offers, unlike Italy. (…) *Maybe the thing I would like would be to offer tools to those who come to understand more about how things work, both administratively and culturally. It would be important to have this kind of integration, not just the absence of racism or the ability to go have a beer at a bar. That's*

great, okay? But when it comes to finding the channels that put you in touch for a job or to solve an administrative problem or to know what family assistance you might have, or if you're in trouble as a foreigner, this is hardly ever thought about. But really, you're completely alone, I mean, you don't have family support to rely on. And many times, you also don't tell your family anything because they're far away and you don't want to worry them, so why give them a big problem, right? So, yes, it would be good to create a structure that can support and assist people who come from abroad in this sense.

(Male Italian citizen living in Spain)

SET 5	*I've had great experiences travelling through Europe. I've never found any difficulties doing whatever I want, basically, in the sense of travelling. Coming from Spain to Italy, we're very close, so for me it has been really easy. Not only because we like each other a lot, so we go back and forth a lot; there are a lot of planes, a lot of options to come here, and they're usually really cheap. So, coming to Italy or going back to Spain is really, really easy.* **(Female Spanish citizen living in Italy)**
	Regarding freedom of movement and circulation as a European citizen, I have, we all have, rights to everything, to education, to healthcare, to work, to equality. **(Female Romanian citizen living in Spain)**
	FOMATPLAY*: Do you think that possibly Spain, as a country, or the Spanish administrations or the European administration could do much more to promote mobility between citizens?* **INTERVIEWEE***: Yes, I think so. I think at least they should pay attention to these details. For example, a Spanish citizen can get their ID at a police station. We can't. We have to go to the immigration office to do it, and if they place the immigration office on the outskirts of the city, it complicates the process even more. And on top of that, it's in an area where there are no ATMs, so you have to go back to the city centre to pay the fee. I mean, if they centralised everything a little more by putting everything in the same place, that would make bureaucracy more accessible.* *I recently lost my wallet and had to redo all the documentation, and I realised that there are people who take advantage of this situation, like*

notaries or something like that, who take care of other people's paperwork in exchange for money.
Now that I speak Spanish, I can solve any problem I have. I also have a car, so I can go anywhere. But there are people who come here who don't understand or speak the language.

(Male Portuguese citizen living in Spain)

There is freedom of movement, right? We can move with just our IDs, so it's really easy.

(Male Greek citizen living in Italy)

FOMATPLAY: How would you summarise your experience with freedom of movement in the European Union so far?

INTERVIEWEE: In my travels. My travels were very smooth, without bureaucracy and without problems.

(Male Greek citizen living in Italy)

SET 6	I think that nowadays it would be normal, for example, to ask anyone who wants to enter a country to provide proof of employment, or a certain level of economic standing in order to be able to rent a house. Because that freedom of movement should be conditional, it has to be conditional, otherwise, imagine a situation where everyone could just come in. In Spain, for example, in the Netherlands as well, there is a shortage of housing, accommodation for the nationals, for foreigners coming to work, for refugees, for example, there is a problem. So, it's a very difficult issue that has suddenly emerged, maybe for many reasons, perhaps out of generosity, humanitarian reasons, we've allowed it to grow, and we've kept letting people in, not just refugees, but people from other countries, and suddenly we find ourselves in a situation where there are no jobs, no housing, social services are starting to feel a bit overwhelmed, they can't meet the needs of everyone. (…) I would set conditions, like if you want to come, show us a work contract or a rental contract, or at least enough financial means to live for a certain period of time while you find what you're looking for. **(Male Irish citizen living in Spain)**

I can tell you that the sense of freedom that exists now… I didn't have that feeling before when I lived in Tangier, when I had to get a visa every time I left, every time I travelled… and from this perspective, I believe that many procedures have been made easier, saving a lot of time and that feeling, as I told you, of uncertainty, of confusion.

(Female Bulgarian citizen living in Spain)

I was always aware that, living in Europe, I could move around within Europe without any problems, without needing to ask for any type of permit or visa, whatever it may be, and of course, that's always beneficial. If you like to travel, if you want to explore the world, it's always helpful.

(Male Portuguese citizen living in Spain)

I have always been very fortunate to be able to move freely throughout the European Union, and as a citizen of a member state, to be able to move and reside in any country of the European Union completely freely.

(Male Italian citizen living in Spain)

I know that I can travel freely to any country within the European Union. What I need to carry with me is identification, which in my case would be a passport because I don't have Spanish nationality. The foreign identification document or the foreign identification number is no longer valid as an identification document, but I have never had one.

(Male Irish citizen living in Spain)

| SET 7 | *I believe that freedom of movement and the single currency are the biggest advantages we have today. The benefit that citizens have nowadays, regular citizens who don't have business activities or bring profit from the community, they notice it in this.* |

(Male Italian citizen living in Spain)

FOMATPLAY*: How would you feel if that freedom of movement were revoked one day in Europe?*

INTERVIEWEE*: That would be a loss, yes, a big loss. Because I don't think it would work. The mother of a friend from school lives in Germany and works in Luxembourg. When I was in Luzern for an internship, I*

lived in France, I mean—Switzerland is not part of the European Union, but I could move freely. I lived in France and worked in Switzerland.

FOMATPLAY*: Wow!*

INTERVIEWEE*: That is normal for many people. No... even during the COVID period, in Büsingen, which is on the border with Switzerland, it was very difficult because the borders were closed.*

(Male Greek-German citizen living in Italy)

FOMATPLAY: *Do you believe, that there is a common set of European values that identify us as European citizens?*

INTERVIEWEE: *Well, I imagine so because, in the end, what was created at the European level regarding the freedom of movement, and the fact that everyone within the same European community can move freely across all countries, and that there is a strong presence, was positive. You don't have to go to a neighbouring country and ask for a visa or approval to visit or start a job.*

(Male Portuguese citizen living in Spain)

Well, obviously we can travel without any problems, we can go to any EU country with just our identity card, which makes things a lot easier. It's a great advantage to be able to move freely without having to worry about visas or permits.

(Female German citizen living in Italy)

There are differences, of course. For example, in Germany, bureaucracy is more organised; more strict; I mean... they have specific rules to follow and everything is okay. Here in Naples, I'm not sure if this is the case, exactly. It seems to me that they are improvising more often than in Germany.

(Male Greek citizen living in Italy)

SET 8	FOMATPLAY: *Regarding your experience with everyday cross-border practices, which we talked about earlier, such as residence documents, work permits, or any specific bureaucracy, how would you describe your experience if you've ever had to do something?*

INTERVIEWEE: *Well, for myself, the only procedure I had to do was get the NIE* [a personal number assigned to foreigners in Spain]. *I had to wait in line, and that was it, it was easy. But helping people, sometimes an employee or other times some friends from Africa, the two guys I helped, the experience was drastically different. The slowness, difficulty, and rigidity of that bureaucracy were frustrating. In fact, it was so frustrating that I wouldn't hesitate to help someone else now if it weren't someone very close to me. At that time, it was a friend or an acquaintance, and I went ahead and helped them process the permit. But, I wouldn't do it again because of the difficulty and frustration, yes.*

(Male Irish citizen living in Spain)

FOMATPLAY*: Regarding freedom of movement within Europe, what do you think? What does it mean to you?*

INTERVIEWEE*: It's something very beautiful, obviously. I remember that before, when I was much younger, there were still borders where one had to stop. I find it something fantastic; that you can go anywhere in Europe without restrictions. You can even go live in another country without restrictions. I think it's something excellent.*

(Male French citizen living in Italy)

FOMATPLAY*: Do you remember how you first learned about the right to free movement and circulation, and when was the first time you put it into practice?*

INTERVIEWEE*: Yes, I put it into practice when I travelled for the first time with Erasmus. I thought it was all really simple. I could suddenly study at a foreign university. I could easily go to a hospital in another European city, all with the same card, the same ID, the same currency, the same rights. I mean, really, apart from the language, everything else felt the same to me. So, yes, it really made me realise how impactful it is, how much it impacted me, the fact that it's real, and it's like that.*

(Male Italian citizen living in Spain)

FOMATPLAY*: How did you get to know the right of freedom of movement, do you remember what was the first time you put it into practice?*

INTERVIEWEE*: Let's see, I had put it into practice every time I travelled without a visa.*

	(Male Irish citizen living in Spain)

SET 9	*As a European citizen you don't need any documentation to fly within Europe, within Europe. So, really, you won't even need a DNI [Spanish national identity card] to pass through agents in Spain, Portugal or Spain, France…But it is true that sometimes the border policemen get a bit tough with the issue of documentation and even though they don't comply with the laws, they ask you for documentation when you don't need them. So, in terms of laws, it's good that you can pass from one country to another in Europe, because in the end I think it's good.* **(Female Italian citizen living in Spain)**
	One takes a plane and goes anywhere in Europe they want; it's obvious that, later on, settling in another country isn't easy. This freedom of movement doesn't equate to ease in settling down, let's say, in another country. This is true in any country, I think. For example, even my daughter in France faced a number of difficulties in finding a house, in having guarantees from parents who weren't fiscal residents in France. So, from that point of view, I think there's still a long way to go. **(Female French citizen living in Italy)**
	Well, there are people, for example, in Spain, who have lost jobs because foreigners have gotten those jobs because they were paid less, or simply because they were more, more efficient, for example. But now, as there is also immigration from outside the European Union, and quite a lot of it, I think that in the end it could be a problem for everyone, it depends, if this is going to go on like this, it can't go on much longer. **(Male Romanian citizen living in Spain)**
	FOMATPLAY*: How would you feel if you were told that suddenly, tomorrow, this freedom of movement and circulation is revoked?* **INTERVIEWEE***: Very bad, very bad indeed, yes. One of the things that I appreciate very much is that I don't need a visa to be able to move in Europe, you know, and it's also true that one of the best passports, so to speak, to travel in the world is said to be the Italian passport because it's one of the ones that needs the least number of visas when you travel to many countries. And if they took that right away from me, I'd be really pissed off. Do you know why? Because I like to travel and I like not having to apply for a visa for 8 days or 10 days to be able to get there,*

they would have a limit of days to be able to travel, which happens a lot to my friends, I have several friends from outside Europe who of course, when they want to come here or we want to travel or whatever, they always have much more limitations than me. And if I were in the same situation, the truth is that I wouldn't like it at all.

(Male Italian citizen living in Spain)

Freedom of movement is the opportunity to meet people from other countries, to visit other countries, and how they can move around by car, by train, by any means of transport, by transport, because it's very easy.

(Male Romanian citizen living in Spain)

SET 10	**FOMATPLAY:** *What images come to mind when you think about this freedom of movement?*

INTERVIEWEE: *The idea of... terrorism. The risks that exist. Anyone can enter and exit without being tracked. On the other hand, that "Big Brother" that follows you all the time is scary. But then, third thought: with social media, we are already being tracked everywhere, so you don't want to show your passport when crossing a country because you say it's not fair, that we should be free, but everyone knows everything because you have TikTok and you posted your credentials. It's a bit of a contradiction. I think it gives more opportunity to manage things... but there could be a filter. For example, at an airport, where Europeans go through a faster channel and non-Europeans are checked more thoroughly. But you can't automatically have the same rights as a European just because you entered Sweden with Schengen and now you can go wherever you want. I think there should be some other differentiated control.*

(Female English citizen living in Italy)

Travelling around the EU as a European citizen is much faster now because you don't have to present your ID card. It's very easy, you can move to any country of the European Union, and for this it's been simplified a lot, it's been improved.

(Male Romanian citizen living in Spain)

FOMATPLAY*: Do you remember how you first learned about the right to free movement and circulation, when was the first time you put it into practice?*

INTERVIEWEE*: Yes, I put it into practice the first time I travelled with Erasmus. I thought it was all very simple. I could easily, suddenly, study at a foreign university. I could easily go to a hospital in another European city, all with the same card, the same ID, the same currency, with the same rights. I mean, really, apart from the language, everything else was the same for me. So yes, it really made me realise, yes, it really impacted me a lot, the fact that this is real, and it is like that.*

(Male Italian citizen living in Spain)

FOMATPLAY*: What do you know about your rights as a European citizen about freedom of movement?*

INTERVIEWEE*: I know that I have freedom of movement, but I don't know much more than that I can move within the European Union, that I don't need a passport. Obviously within the Union.*

(Female German citizen living in Spain)

FOMATPLAY*: What would you think about your mother coming here* [from Romania to Spain] *and not being able to use healthcare?*

INTERVIEWEE*: Bad, very bad, because, for example, my mother-in-law came a few years ago and didn't have the European Health Insurance Card because she didn't know about it. In fact, she had no idea that the European Health Insurance Card existed, and she had a problem. She had to go to the hospital, and they told her yes, but it will cost you 600 or 900 euros, I don't remember, this was 10 years ago. So, of course, she left with her arm like this. (…)*

FOMATPLAY*: And they didn't treat her?" (…) For not having the European card?*

INTERVIEWEE*: Well, they told her, if you want to be treated, it will cost you 600 or 900 euros.*

(Male Romanian citizen living in Spain)

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HOMEWORK
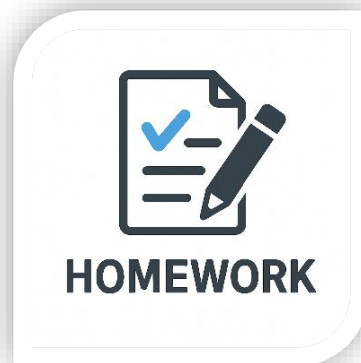
In the next session, we will be debating on the benefits and challenges of *freedom of movement in Europe*. The core of this session will involve an academic debate where you will work in two teams, each one defending a particular side or position on a controversial issue. You will not find out which side you will be defending until the next face-to-face session. For this reason, you are expected to use any resource at your disposal to look for evidence that may support or substantiate both positions. So, do please come to class with a selection of useful arguments and ideas ready to be used during the debate. Read the instructions below.

These are the two positions that we will be discussing in the following session:

> **POSITION 1: FOM STRENGTHENS THE CONCEPT OF EUROPEAN CITIZENSHIP**

> **POSITION 2: FOM CREATES SOCIAL AND POLITICAL CHALLENGES THAT COMPLICATE THE IDEA OF EUROPEAN CITIZENSHIP**

Do a bit of research on both positions!

> ➢ **For position 1. Do research on the rights/advantages that are included in the freedom of movement within the European Union. Think about what EU citizens are allowed to do in other member states (e.g., being able to travel only with your ID, simplified administrative procedures).**

> ➢ **For position 2. Discuss the challenges/concerns associated with freedom of movement, reflecting on what they mean. These are keywords from the interviews to guide you: job competition, housing, public services, cultural integration, security concerns, bureaucratic obstacles.**

SESSION 3:

FREEDOM OF MOVEMENT: STRENGTHENING OR WEAKENING EUROPEAN CITIZENSHIP?

LEARNING OBJECTIVES

In this session:

- You will evaluate the benefits and challenges associated with freedom of movement in the context of European citizenship.
- You will develop and defend arguments for and against freedom of movement through structured debate, using relevant examples and evidence.
- You will reflect on the impact of freedom of movement on European identity and citizenship, considering different perspectives and counterarguments.

ACTIVATION

(7 MINS) | **ACTIVITY 1:** Read the following question and answer from the FOM@Play interviews:

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Freedom of movement
discourses

> **FOMATPLAY**: *How would you feel if you were told that this freedom of movement and circulation could be revoked or restricted under certain circumstances?*
> **INTERVIEWEE**: *My European dream would be over. I mean, I would no longer believe in the European system.*
>
> **(Male Italian citizen living in Spain)**

Answer the following questions, first individually, and then discuss them with your shoulder partner:

- What do you think the speaker means by "my European dream"?
- What does "the European system" refer to, in your opinion?
- Why might losing freedom of movement make someone stop believing in the EU project?

Make connections with what you have already learnt in this module.

DEBATE

ACTIVITY 2: Let's debate!

(60 MINS)

> **TOPIC: "Does freedom of movement strengthen or weaken the concept of European citizenship (EC)?"**

- **At the end of the previous session, you were asked to read up on two sides around a heated debate regarding the benefits and challenges of freedom of movement:**

POSITION 1: FOM STRENGTHENS THE CONCEPT OF
EUROPEAN CITIZENSHIP

POSITION 2: FOM CREATES SOCIAL AND POLITICAL
CHALLENGES THAT COMPLICATE THE IDEA OF
EUROPEAN CITIZENSHIP

- **You will now be divided into two teams, and each team will focus on defending just one of the two positions. The teacher will act as the moderator.**
- **Each team will have 28 minutes to prepare for the debate.**
- **The actual debate will last for 32 minutes. The debate comprises the stages outlined in the table below. Make sure that a different spokesperson is chosen for each stage.**

1. Introduction P1 (3 MINUTES) *Present your position and your three key ideas*
2. Introduction P2 (3 MINUTES) *Present your position and your three key ideas*
3. Argumentation P1 (5 MINUTES) *Develop two of your arguments with evidence, information and examples. Refute some of the opposing points by posing questions*
4. Argumentation P2 (5 MINUTES) *Develop two of your arguments with evidence, information and examples. Refute some of the opposing points by posing questions*
5. Rebuttal speech in favour of P1 (5 MINUTES) *Present the third argument, refute the opponent's arguments presented in their argumentation,and respond to the questions that have been asked. Defend your own case against the attacks made during the questions. Clarify any misunderstandings or misrepresentations. Begin to show why your side should win the debate.*
6. Rebuttal speech in favour of P2 (5 MINUTES) *Present the third argument, refute the opponent's arguments presented in their argumentation,and respond to the questions that have been asked. Defend your own case against the attacks made during*

the questions. Clarify any misunderstandings or misrepresentations. Begin to show why your side should win the debate.

7. Closing speech by P1 team (3 MINUTES)
Summarize the three main lines and end with a creative sentence that encapsulates the discourse. This is not the time to refute or introduce new information.

8. Closing speech by P2 team (3 MINUTES)
Summarize the three main lines and end with a creative sentence that encapsulates the discourse. This is not the time to refute or introduce new information.

- **While the debate develops, the participants of each team need to take notes on the effectiveness of the arguments (on both sides) in the following note-taking sheet.**

TEAM 1	
Argument Strength: How well-supported were the claims?	
Rebuttal Effectiveness: Did the team successfully provide counter opposing arguments?	
Clarity & Structure: Were points presented logically and persuasively?	
Engagement: Did the speakers actively engage with the discussion and audience?	

TEAM 2	
Argument Strength: How well-supported were the claims?	
Rebuttal Effectiveness: Did the team successfully provide counter opposing arguments?	
Clarity & Structure: Were points presented logically and persuasively?	
Engagement: Did the speakers actively engage with the discussion and audience?	

GUIDELINES FOR THE PREPARATION OF THE DEBATE

1. **Organize the team: each team will select a lead speaker and distribute speaking roles.**
2. **As a group, taking into account what you have learnt in the previous session and the research you have conducted as homework, review the key arguments for your sides.**

   ❖ **Position 1. Discuss the three most important rights/advantages that are included in the freedom of movement within the European Union.**

   OR

   ❖ **Position 2. Discuss the three most significant challenges/concerns associated with freedom of movement, reflecting on what they mean.**

3. **Prepare a 5-minute opening statement summarising your key arguments.**
4. **Anticipate counterarguments and prepare rebuttals.**
5. **Think of the possible arguments for the other position and how to refute them.**

REFLECT
AND SHARE

(7 MINS)	**ACTIVITY 3.1.: We are now having a post-debate class discussion. Please, answer the following questions individually:**

- Which arguments presented during the debate did you find most convincing? Why? (use the information in your note-taking sheet)
- Which of the following statements do you most agree with? Put a tick (✓) next to your choice and write one reason to support your answer.
    - "Freedom of movement is a fundamental right of European citizens and should never be restricted, regardless of economic or social consequences."
    - "Freedom of movement benefits some individuals and countries but harms others, so it should be regulated more strictly."
    - "The right to move freely within the EU should depend on a country's economic situation and its capacity to accommodate newcomers."

(5 MINS)	**ACTIVITY 3.2.: In pairs or small groups of 3-4 students,** ○ **Compare notes: Which arguments did your group find most convincing?** ○ **Share your chosen statement (A, B, or C) and explain why you chose it.**

|	ACTIVITY 3.3.: Share your thoughts and choices with the rest of the students in an open class discussion.
(5 MINS)	o **Which of the three statements had the most supporters in your group? Why?** o **Does anyone want to argue *against* the statement they most disagreed with?**

	ACTIVITY 4: Now, take a few minutes to complete the following exit ticket in relation to the topics and issues uncovered and discussed throughout this session.
(5 MINS)	

	I USED TO think that...
I Used to Think Now, I Think	NOW, I think that...

USEFUL
REFERENCES
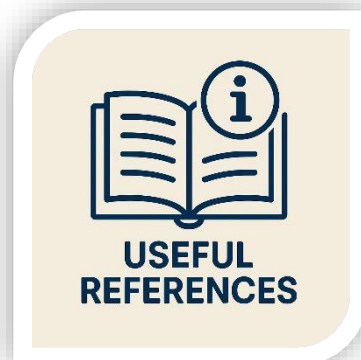
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- Sojka, A., Talving, L., & Vasilopoulou, S. (2023). Free to move, reluctant to share: Unequal opposition to transnational rights under the EU's free movement principle. European Union Politics, 25(2), 269-290. https://doi.org/10.1177/14651165231215440
- Vasilopoulou, S., & Talving, L. (2018). Opportunity or threat? Public attitudes towards EU freedom of movement. *Journal of European Public Policy, 26*(6), 805–823. https://doi.org/10.1080/13501763.2018.1497075

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SESSION 4:

THREADING EUROPE:
YOUR VOICE ON FREEDOM OF MOVEMENT

### LEARNING OBJECTIVES

In this session:

- You will synthesise key insights from the module into a clear and engaging multimodal text: an *X* or *Bluesky* thread.
- You will use digital communication strategies to effectively present arguments and reflections on freedom of movement and European citizenship.
- You will engage a public audience by designing an informative and thought-provoking thread, incorporating evidence, personal reflections, and multimedia elements.

ACTIVATION

(5 MINS)

ACTIVITY 1: Before you create your thread, let's review what we've learned in this module with a mind map. Individually, write "Freedom of Movement and European Citizenship" in the centre of a piece of paper. Around it, list key ideas from the previous lessons:

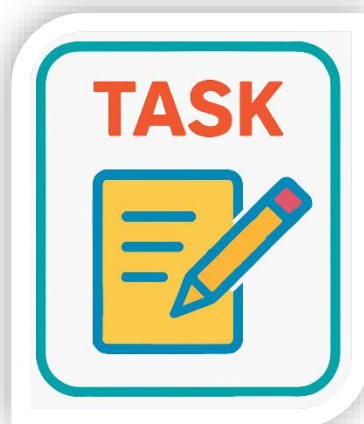|	
	![FOM@play logo] Freedom of movement discourses ➕ What rights does freedom of movement include? ➕ What are its main benefits? ➕ What are the biggest challenges? ➕ What did we learn from the personal experiences of EU citizens? ➕ What were the strongest arguments in the debate?

FREEDOM OF MOVEMENT AND EUROPEAN CITIZENSHIP
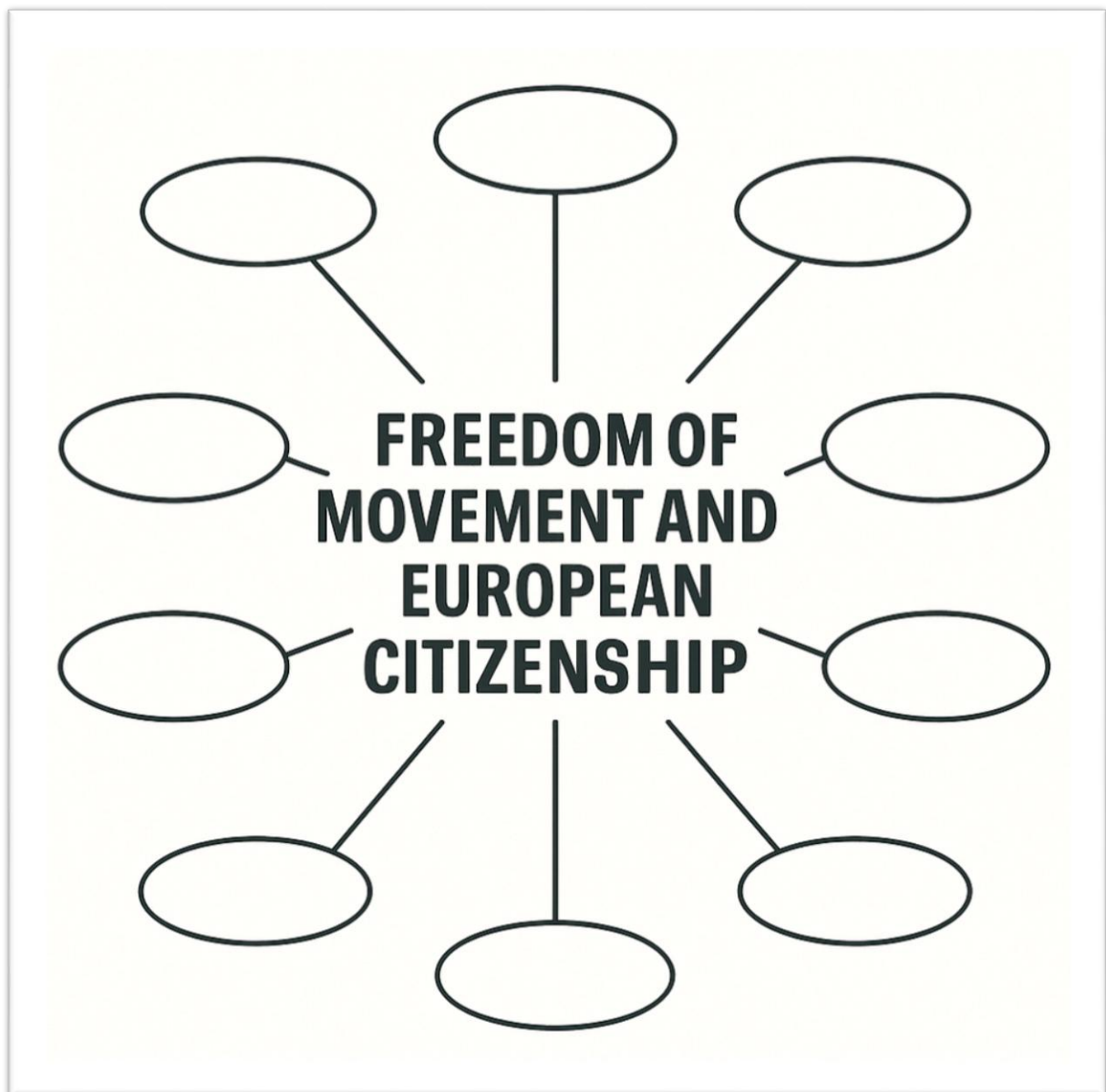
	ACTIVITY 2: In groups of 3-4 students, compare your mind maps. Fill in any gaps and categorise your points into:
(10 MINS)	

Benefits	
Challenges	
Different perspectives	
Debate insights	
Possible solutions to challenges	

	ACTIVITY 3: Working in pairs compose an engaging and informative thread on *X* or *Bluesky* explaining freedom of movement and European citizenship to a general audience.
(45 MINS)	

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THREAD GUIDELINES

➢ Your thread should be between 7-10 posts long.
➢ Post 1: Hook your audience! Use a question, a surprising fact, or a personal story.
  o Example: "Did you know that 17 million EU citizens live in a different EU country? Here's why freedom of movement matters!"
➢ Posts 2-8: Develop your argument. Include:
  o Key facts (use what we reviewed in activity 2!)
  o Benefits and challenges of freedom of movement
  o A real-life example (e.g., from an expat's experience, quotes)
  o Ways to engage the audience (e.g., "Imagine you had to…" / "Here's why this matters…")
  o Visual elements (e.g. emoji, image, graph)
➢ Posts 9-10: Call to action. Use these posts to encourage some behaviours or to invite discussion.
  o Example: "What's your experience with freedom of movement? Share your thoughts below! 👇"

If you need inspiration, have a look at these threads:
- Today is World Pangolin Day!
  https://x.com/third_pole/status/1626861587637174272
- The world's most beautiful and unique destinations – A thread 📜
  https://x.com/Saffron_Sniper1/status/1920302271948054695?t=EV3BBtSgm-eZoylirmNgvw&s=19

🕐 **ACTIVITY 4: Use peer feedback: Swap your draft with another pair of students and suggest improvements.**
(10 MINS)

🕐 **ACTIVITY 5: Each pair posts their thread on the shared digital board (e.g., *Google Docs*).**
(5 MINS)

🕐 **ACTIVITY 6: Read and upvote the most engaging or informative threads.**
(10 MINS)

	For additional activities, refer to Additional Activity 5 in the Teacher's Notes at the end of the entire module.

 (5 MINS)	**ACTIVITY 7: Complete the following EXIT TICKET to 'wrap up' this last session and the whole module.**

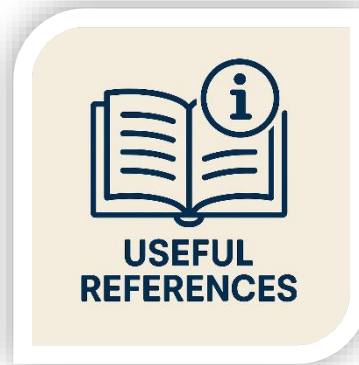|	
	Write one key takeaway from this lesson: "One thing I learned today is…" "One way I can improve my persuasive writing is…"
	Write one takeaway from the module: "One thing I learned in this module is…"

- Gero, K. I., Liu, V., Huang, S., Lee, J., & Chilton, L. B. (2021). What makes tweetorials tick: How experts communicate complex topics on twitter. Proceedings of the ACM on Human-computer Interaction, 5(CSCW2), 1-26. https://doi.org/10.1145/3479566

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TEACHER'S NOTES
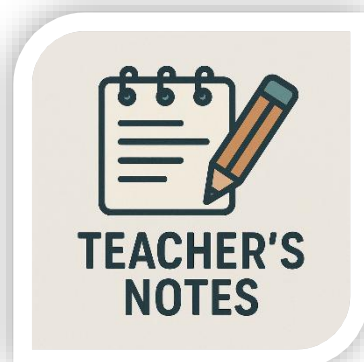
ANSWER KEY

SESSION 1: ACTIVITY 3.1.

Answers
(1) Free movement of people.
(2) Free movement of services.
(3) Free movement of goods.
(4) Free movement of people.
(5) Free movement of capital.
(6) Free movement of people.
(7) Free movement of people.
(8) Free movement of capital.

TEACHING RECOMMENDATIONS

SESSION 2: ACTIVITY 2.1.

The number of students per group can be adjusted depending on class size.

SESSION 3: ACTIVITY 2.

The following key arguments might help the teacher moderate the debate:

Key Arguments for the Proponent (Strengthens European Citizenship)

1. Economic Opportunities and Social Mobility
Citizens benefit from greater job opportunities and the ability to live and work in different member states, enhancing personal and professional growth.

2. Easy Travel Across Borders
Citizens can cross borders within the EU without the need for visas or passports, enabling seamless travel with just a national ID card.

3. Personal and Cultural Enrichment
Living and interacting in diverse cultural settings fosters social development, broadens perspectives, and strengthens European identity.

4. Simplified Administrative Procedures
Freedom of movement reduces bureaucratic hurdles when settling in another country, simplifying processes like registration, residence permits, and recognition of qualifications.

5. Access to Fundamental Rights and Services
EU citizens enjoy equal access to education, employment, and public healthcare across member states, ensuring comprehensive support for their well-being.

6. Boost to Trade and Business Opportunities
The unrestricted flow of people facilitates commerce, allowing businesses to expand markets, recruit talent easily, and operate more efficiently across borders.

Key Arguments for the Opponent (Weakens European Citizenship)

1. Persistent Bureaucratic Obstacles
Citizens may still face administrative delays and inconsistencies when accessing rights and services in other member states.

2. Risks of Illegal Practices
The free movement of people can sometimes be exploited through illegal employment, trafficking, or abuse of social welfare systems.

3. Existing Limitations on Mobility Rights
Not all citizens benefit equally, as certain restrictions or conditions—such as proof of employment or income—can limit effective access to freedom of movement.

4. Strain on Public Services and Social Systems
Increased mobility can place pressure on education, housing, and healthcare systems in host countries.

5. Calls for More Controlled Mobility
Concerns over security, job competition, and uneven economic impacts lead to debates about introducing limits to free movement.

6. Challenges in Cultural Integration
Differences in language, values, and customs may make cultural integration difficult.

Potential questions for moderated discussion

- How does freedom of movement enhance European identity and solidarity among member states?
- Can you provide examples of how freedom of movement has expanded educational or job opportunities for individuals?
- Do you think administrative processes are sufficiently simplified under FOM, or is there still room for improvement?

- How does access to social services across borders reinforce the idea of shared European citizenship?
- Should FoM be limited in certain situations (e.g., unemployment, security concerns)? If so, how would those limits be fairly applied?
- How do language and cultural differences pose challenges for integrating newcomers? Should the EU do more to promote cultural integration?

ADDITIONAL ACTIVITIES

SESSION 1

(10 MINS)

ADDITIONAL ACTIVITY 1: Read critically these two definitions of freedom of movement, specifically free movement of people:

o **"Freedom of movement is a fundamental right guaranteed by the EU to its citizens. It allows them to move, live, work, study, and retire in any EU country without needing a visa or work permit." (European Commission, n.d.)**
o **"Freedom of movement is the right of individuals to travel, reside, and seek employment within the territories of the member states of the European Union, without discrimination based on nationality." (Shaw, 2007).**

- **Underline similarities and differences between the two definitions.**
- **Answer the following questions:**

  - **What aspects of freedom of movement does each definition emphasise (legal, personal, social)?**
  - **Which definition do you think is more complete? Why?**

(20 MINS)

ADDITIONAL ACTIVITY 2: Since Brexit, the lives of UK citizens have changed and their right to move freely across Europe has been restricted. Now, visit the *In Limbo Project* website and find one short testimony from an EU citizen affected by Brexit.

🖥️ **https://www.inlimboproject.org/blog/**

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| | Then, in pairs, briefly compare this post-Brexit experience with one story from the video. Discuss the following:

🞣 **What key difference do you notice?**
🞣 **What values (e.g., freedom, equality, opportunity, solidarity) seem most impacted by Brexit, based on the testimony?**

Be ready to share one short insight with the class. |

|
(5 MINS) | **ADDITIONAL ACTIVITY 3: Complete the following EXIT TICKET to 'wrap up' this session.** |

	Name THREE things you have learnt in this session: 1. 2. 3.
	List TWO things you want to learn more about: 1. 2.
	Ask ONE question or doubt you have about the contents covered in this session: 1.

	SESSION 2
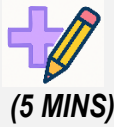
(5 MINS)	**ADDITIONAL ACTIVITY 4: Summarise the key ideas that emerged during the discussion. You can briefly review the advantages and disadvantages mentioned in class, and continue reflecting on the topic outside the classroom.**

	SESSION 4

(10 MINS)	**ADDITIONAL ACTIVITY 5: Class discussion: What makes a great thread?** • **What strategies made some threads stand out?** • **Which threads made the most persuasive arguments?** • **What would you improve in your own thread?**

THE FOM@PLAY TEACHING-LEARNING MATERIALS FOR EDUCATING UNIVERSITY STUDENTS IN EUROPEAN VALUES AND CITIZENSHIP

Materials developed by:

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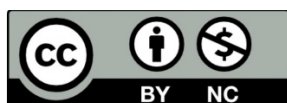
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THE FOM@PLAY TEACHING-LEARNING MATERIALS FOR EDUCATING UNIVERSITY STUDENTS IN EUROPEAN VALUES AND CITIZENSHIP

ENGLISH VERSION

MODULE 1: EUROPEAN CITIZENSHIP AND FREEDOM OF MOVEMENT

MODULE 2: EUROPEAN CITIZENSHIP AND IDENTITY

MODULE 3: EUROPEAN CITIZENSHIP AND SOCIAL EXCLUSION

MODULE 4: EUROPEAN CITIZENSHIP AND INCLUSION

MODULE 2: EUROPEAN CITIZENSHIP AND IDENTITY
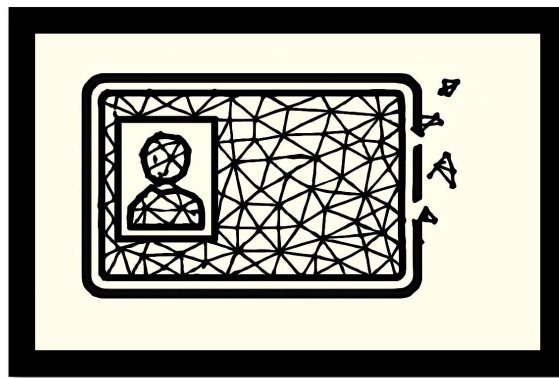
LEARNING OUTCOMES

By the end of this module:

- **You will be able to reflect on the sense of belonging to different communities.**

- **You will be able to identify the main advantages associated with European citizenship.**

- **You will be able to become aware of the construct of "Europe" and assume civic commitment and responsibility.**

- **You will be able to understand and explain theories about identity construction.**

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SESSION 1:
WHAT IS IDENTITY FOR YOU?

LEARNING OBJECTIVES

In this session:

- **You will understand the key foundations of identity construction theory.**

- **You will reflect on your own life journey in light of this theory.**

- **You will take a critical and reasoned stance on identity theory.**

- **You will apply the theoretical framework to real or simulated cases to analyse how identity is constructed.**

ACTIVATION

(10 MINS) | **ACTIVITY 1: Complete the sentence *"I construct my identity based on..."* . Write your answer on a post-it note.**

As this is the first session of this module, we will begin by familiarising ourselves with the concept of "identity" through a brief exercise using the "unfinished sentence" technique specific to value clarification theory (Pérez, 2016). The aim is to help people identify, reflect on and express their own values, beliefs and personal principles in a conscious way.

TASK
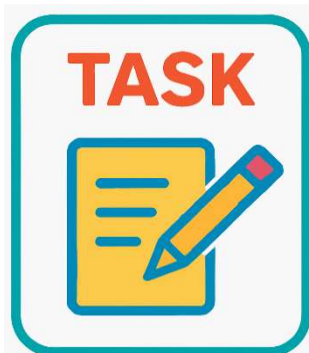
(20 MINS) **ACTIVITY 2: Place your post-it notes in a visible place in the classroom. Read your classmates' contributions. Reflect on the following questions with your classmates: Did anything you wrote or your classmates shared surprise you?; Do you think your identity is fixed or evolving?; What role do values play in the construction of identity?**

(20 MINS) **ACTIVITY 3: Individually and based on your own knowledge or experience, complete the section of the column corresponding to your personal experiences, identifying which aspects of your life relate to one or more of the key dimensions or concepts presented.**

In this session, we focus on understanding theories about identity construction, not only from a theoretical perspective, but also by applying them to our own personal experiences. The aim is to be able to identify, in our own life trajectories, some of the elements that these theories consider fundamental in the development of identity.

Theoretical pill

ERIKSON'S CONSTRUCTIVIST THEORY OF IDENTITY

This author argues that identity construction begins in childhood. However, he recognises that adolescence is the key and critical moment in identity formation. There are various dimensions that help define identity, such as religion, politics and vocation. However, we must say that self-esteem, social support and relational support from peers are the most influential factors in the development of identity.

Identity is a conception of the self, that is, it is an answer to the question "Who am I exactly?" This conception is composed of goals, values, and beliefs with which the person establishes a solid commitment to acceptance.

Erikson proposes a model of individual change in which identity is shaped and evolves as the individual also evolves. We present this in the following table:

Stage	Age range	Description
Trust vs. mistrust	Infancy 0-18 months	Basic trust is linked to maternal acceptance. If care is consistent, the baby will trust others more.
Autonomy vs. shame and doubt	Toddler 18-3 years	Acquires physical skills (eating, etc.). The development of this autonomy must be encouraged by the caregiver, otherwise it can lead to insecurity.
Initiative vs guilt	Preschool 3-6 years	Children become more assertive and show greater initiative. They do not always achieve their goals. They must learn to set achievable goals, otherwise they may develop feelings of guilt.
Diligence vs inferiority	Child aged 6-12	Children face greater demands to learn new skills and must learn to work with their peers. Failure can lead to feelings of inferiority or misunderstanding.
Identity vs. role confusion	Adolescents aged 12-20	Adolescents must define their identity and commit themselves ideologically, professionally and personally. Problems at this stage can lead to an identity crisis.
Intimacy vs isolation	Young adult 20-40 years	Young adults must risk their identity and develop intimate relationships with another person as a system of mutual support and growth. Failure to do so could lead to feelings of social isolation.
Generativity vs stagnation	Middle adulthood 40-60 years	Adults seek ways to satisfy and support the next generation through altruistic behaviour (committing to their work, their children and achieving high productivity and satisfaction). If they fail to do so, they may experience feelings of stagnation and selfish attitudes.
Integrity vs. despair	Older adult 60+	People begin to evaluate their lives and what they have done. They must be at peace with the major decisions they have made, viewing life as a whole. If they are dissatisfied, they may experience feelings of despair and distress.
Source: Pozo and Delgado, 2013, p. 98		

HALL'S HYBRID IDENTITY THEORY

This author's premise is that identity is not fixed or essentialist, but multiple, hybrid and constantly changing.

He understands that there may be a certain duality. He argues that there can be a true identity, historical and symbolic, without this implying a disassociation from the patterns of identity acquired in a new context.

He understands that identities can be fragmented, since the subject assumes multiple influences depending on context, culture, history, etc.

This leads him to use the concept of 'cultural identity' as a broad concept, given that we can come from different cultures and go through different linguistic or religious experiences.

For Hall, identity is achieved when there is an articulation, an interlocking between a person's discourse, i.e., what they think, and the acceptance or rejection of that position. In other words, identity unites the subject and the structure.

KEY CONCEPT	EXAMPLE OR PERSONAL EXPERIENCE
ERIKSON'S CONSTRUCTIVIST THEORY OF IDENTITY	
My identity was constructed throughout different stages of my life by resolving personal crises.	
Adolescence was the crucial stage in the development of my identity.	
Social support and peer relationships were the most influential factors in the development of my identity.	
I have defined my identity because I know exactly who I am. I am committed to goals, values and beliefs.	
Mobility could trigger an identity crisis and a reorganisation of my self-image	
HYBRID IDENTITY THEORY – STUART HALL	
Identity is multiple and changing	
I have adopted fragmented identities based on culture, history and power	
I recognise cross-influences and cultural contradictions (e.g. first- and second-generation migrants)	
As a European citizen, I can coexist with other identities (local, ethnic, gender, etc.)	

ACTIVITY 4: Share personal experiences that illustrate a key concept of the theory.

(20 MIN)

The rotating rounds dynamic is used so that all students have a chance to participate and the most complex dimensions of linking with practical examples are shared among all students.

ACTIVITY 5: Do a metacognition exercise based on the following questions and share your thoughts with your classmates: Which of these theories best benefit the construction of your identity? Does your current stage in life favour one theory over another? Why? Which people or groups (family, friends, teachers, classmates) have had the greatest influence on how you define yourself today?

(10 MINS)

EXIT TICKET

ACTIVITY 6: Write three thoughts, two questions and a metaphor about what you learned in today's session on identity construction theories.

(10 MINS)

3 THOUGHTS

2 QUESTIONS

1 METAPHOR

USEFUL
REFERENCES

- Berger, K.S. (2015). *Developmental Psychology*. Panamericana.
- Caloca, E. (2015). Meanings, identities and cultural studies: An introduction to the thinking of Stuart Hall. *Razón y Palabra, 92*, 1-32.
- Delval, J. (1996). *Human development.* Siglo Veintiuno de España Editores
- Erikson, E. H. (1994). *Identity and the life cycle*. WW Norton & company.
- Erikson, E., & Erikson, J. (1981). On generativity and identity: From a conversation with Erik and Joan Erikson. *Harvard Educational Review, 51*(2), 249-269.
- Feixa, C. (2020). Identity, youth and crisis: the concept of crisis in theories about youth. *RES. Spanish Journal of Sociology, 29*(3), 11-26.
- Fierro, A. (1996). Personality development in adolescence. In J. Palacios, A. Marchesi and C. Coll (eds), *Psychological development and education I* (pp. 327-339). Alianza Psicología.
- Hall, S. (1996). Introduction: Who needs 'identity'? In S. Hall & P. du Gay (Eds.), *Questions of cultural identity* (pp. 1–17). SAGE Publications.
- Papalia D. and Martorell, G. (2017). *Human development*. McGraw Hill
- Pozo, P. and Delgado, B. (2013). Cognitive and social development in adolescence, adulthood and old age. In P. Herranz and B. Delgado (eds), *Developmental psychology* (pp. 94-115). UNED-Sanz y Torres.
- Pérez, C. (2016). *Education in values for citizenship. Learning strategies and techniques.* Desclée de Brouwer
- Restrepo, E. (2014). Stuart Hall: moments in his intellectual work. *Working Papers, 8* (14), 34-49.

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SESSION 2:
WHAT IS EUROPEAN IDENTITY LIKE?

LEARNING OBJECTIVES

In this session:

- **You will understand and apply the main theories on identity construction (psychological and hybrid).**

- **You will critically reflect on the feeling of belonging (regional, national, European) from different perspectives (personal, family, external).**

- **You will assess the effect of belonging to different communities (local, regional, national and European) on identity construction.**

- **You will contrast your personal view with other experiences to reaffirm or refine your identity positioning.**

ACTIVATION

(10 MINS) | **ACTIVITY 1: Think about this statement: "First I am from my region, then I am from my country, and finally, I am European."**

This session will begin with a wall phrase, which is a technique used in persuasive communication.

TASK

(15 MINS)

ACTIVITY 2: Rearrange the elements (region, country, Europe) according to three different perspectives:

Your personal perception: Which order best reflects your own sense of belonging?

Your family's perception: What order would your family or the environment in which you grew up choose?

Your external perception: What order do you think a citizen of any other European country would adopt?

Write down your answers to share them aloud in the discussion afterwards. The idea is to observe how perceptions of identity change depending on point of view and context.

(10 MINS)

ACTIVITY 3: Reread the table in activity 3 of the previous module.

Two volunteers briefly explain the key ideas of each of the theories. After this theoretical reminder, the students are presented with short written testimonials from people with different life experiences: migrants, young people with dual nationality, exchange students, residents of border areas, etc.

Each testimony presents an identity narrative in which one of the theories discussed can be clearly observed: an identity crisis (Erikson) or a conflict of cultural belonging (Hall).

(25 MINS)

ACTIVITY 4: Now you will work in small groups with a series of real testimonies that reflect very diverse life experiences from European migrants using excerpts from the FOM@Play interviews.

Each group will receive a different testimony. Your task will be to read it carefully and try to identify which theory or theories about identity construction are reflected in that story. It is important that you justify your choice of theory or theories, relating them to specific elements of the testimony. Below you will find some guiding questions that may help you with the analysis.

1. Are stages of life (childhood, adolescence, adulthood) mentioned in the testimony as key moments in the construction of identity? Which ones?

2. Can you identify moments of crisis or personal change that fit with any of the stages in Erikson's theory?

3. Does the person talk about external support (family, friends, job opportunities) that helped them build their identity? How?

4. Does the testimony show that their identity has changed depending on the cultural context in which they have lived? In which moments or places do you notice this?

5. Do they describe identity as something flexible, evolving, and adaptable to places, people, and experiences?

6. Which of the two theories best explains what this person is describing? Why?

7. Are there testimonies that fit with both theories? What elements of each theory do you see in them?

1	*When you go around and say you're Italian, I'm proud to say I'm Italian, even though I feel more identified and included in Spain. In reality, I live a struggle between wanting to show off that I'm Italian, but then I identify more and like living in Spain better. So it's a constant struggle. Actually, we Italians are lucky to be able to show off, wherever we go, whether in Spain, France or anywhere else. The same thing happens to Spaniards abroad, but I think Italians are a bit more so. Well, if you say you're from Sicily, we start with the stereotypes; that usually happens.* *(Female Italian citizen living in Spain)*

2	*I'm 60% Spanish and 40% Portuguese, because I've spent my whole adult life here. I think you experience these moments more intensely than your childhood. You feel a little nostalgic about your childhood, but in the end you think about where you've lived, where you've made connections, where you've made friends, found job opportunities and developed personally, because in the end you come here with no one and have to make a life for yourself in order to survive.* *So, today, I feel more at home here than in Portugal. I go to Portugal on holiday twice a year, because my family is there, because maybe I would go less if they weren't there. In this case, I have developed in Spain, it has been a way of growing and evolving as an individual, which has had a positive impact. I am not in conflict with the culture. There are things that may coincide more, others less, but no, I've never felt that shocked.* *(Male Portuguese citizen living in Spain)*

3	*To feel European, the thing you should feel is that we are all part of something and it's the same thing, it's not different. Of course we are different, that's why we have our own identity, but we are part of something that is bigger.* *That's the first thing you should understand. The second thing should be being open to dialogue, being open to different points of view. If you're not really educated on listening, on trying to understand that people are different, you might have a hard time in this European environment. Because people are very different and we have very different points of view. Relying on the fact that we are all Europeans and we are all part of something, you try to understand, you try to communicate, you respect everyone. So I think that's the biggest thing.* *(Female Spanish citizen living in Italy)*

4	*In terms of identity as a national person and European, I think yeah, these are pretty much kind of overlapping. I don't think that there is a particular kind of line I would draw between these. Maybe, it is when I am in Turkey. I think because it's very easy to forget and kind of and make the decision of assimilating into the environment, and kind of going with the flow.* *(Female Polish citizen living in Italy)*

5	*I think we have reached a point where they have become completely mixed and it is no longer one identity, there are many, many identities. It is my Italian identity, because I come from there, because I have Italian nationality, an Italian passport and an Italian ID card.* *I have a European identity because the fact that I grew up at a very important time, which is from 18 to today, has created this European awareness that by being a citizen of a member country of the European Community, you automatically became a European citizen. I feel this identity very strongly,*

	and I also feel my Spanish identity. Spain has given me a lot, and whenever we live in a foreign country, we leave a space for something from that country to enter. I no longer have one identity, I am Italian, I am European, I am Spanish, because when I go to Italy they say, 'The Spanish woman is here'. I am all the identities of the people I have met in Spain who were not Spanish, who I have met in Italy who were not Italian, who I have met in Dublin, London, Brussels and everywhere else I have lived. **(Female Italian citizen living in Spain)**

6	*I feel like any other citizen. I don't feel German, I don't feel Spanish, I feel well treated. If I leave Spain, whether it's France, Austria or Italy, it's the same, I feel very European. If I'm in Germany, I see that, after more than 30 years away, I'm more critical of German culture than before, but I see that as an advantage. I think that's how European citizens should be. Critical of their own culture, open to others and appreciating what is better and what is worse, that here I can contribute to making things better, that here we have to work to...* **(Male German citizen living in Spain)**

7	*We apply the theory of sets in mathematics to identity. There is a larger set and sets within those sets. Perhaps there is a way to express being European, but you can be European in many ways. European is like a more general identity. So a Pole can be European in Spain, a Spaniard can be European, a Briton can be European, because I believe they are still European. The political decision is another matter, and there is no conflict there. Being European is something more general, and then there are the particular differences. What would you say to a Spaniard, a Spaniard from Granada, a Spaniard from Madrid, a Spaniard from Barcelona and a Spaniard from Santander? They are all Spaniards and they have their own way of understanding life, but there is something more general, isn't there?* **(Male Polish citizen living in Spain)**

(15 MINS)	**ACTIVITY 5:** After analysing the testimonies in groups, share the key ideas of the theories identified in the testimonies, with the aim of constructing a broader and more complex view of the concept of identity, understanding that there is no single way of experiencing or explaining it. Answer the questions in the table below.

	What aspects of the testimonies stand out to you?
	Which theory do you think predominates?
	Which elements of the testimonies did you find most significant?
	Which theory best explains what is happening to the person giving the testimony?
	How does the social, family or cultural context influence their identity?

(10 MINS)

ACTIVITY 6: Individually, reflect on these questions and write down your answers: How do you manage your different identities: local, national and European? What role do you think European identity should play in education? Does your personal or family history influence your sense of belonging to Europe? Does identifying with a theory influence how European you feel?. Afterwards, there will be a sharing of metacognitions.

EXIT TICKET
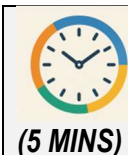
ACTIVITY 7: Focus your attention on everything you have worked on in this session. Individually, come up with your own definition of identity.

(5 MINS)

My definition of identity is…

USEFUL REFERENCES

- Berger, K.S. (2015). *Developmental Psychology*. Panamericana.
- Caloca, E. (2015). Meanings, identities and cultural studies: An introduction to the thinking of Stuart Hall. *Reason and Word, 92*, 1-32.
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- Fierro, A. (1996). Personality development in adolescence. In J. Palacios, A. Marchesi and C. Coll (eds), *Psychological development and education I* (pp. 327-339). Alianza Psicología.
- Hall, S. (1996). Introduction: Who needs 'identity'? In S. Hall & P. du Gay (Eds.), *Questions of cultural identity* (pp. 1–17). SAGE Publications.
- Papalia D. and Martorell, G. (2017). *Human development*. McGraw Hill
- Pozo, P. and Delgado, B. (2013). Cognitive and social development in adolescence, adulthood and old age. In P. Herranz and B. Delgado (eds), *Developmental psychology* (pp. 94-115). UNED-Sanz y Torres.
- Pérez, C. (2016). *Education in values for citizenship. Learning strategies and techniques.* Desclée de Brouwer
- Restrepo, E. (2014). Stuart Hall: moments in his intellectual work. *Working Papers, 8* (14), 34-49.

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HOMEWORK

In the next session we will debate the following question: *Does being European benefit us?* The core of the activity will be an academic debate in which you will work in two teams, each defending a specific position. You will not know which position you will have to defend until the next face-to-face session.

The debate will focus on issues such as European identity (whether there is a common identity beyond national ones), the rights and duties linked to European citizenship, and the ways in which Europe's diversity of identities can be a strength or a challenge. You may also reflect on concrete examples: mobility and job opportunities, cultural and educational benefits, or tensions arising from Euroscepticism.

Therefore, you are expected to use all available resources to search for arguments and evidence supporting both perspectives. Please come to class with a selection of ideas, examples, and solid arguments that you can use during the debate. Carefully read the instructions provided below.

These are the two positions that we will be discussing in the following session:

POSITION 1: BEING EUROPEAN BENEFITS US IN MANY WAYS, ESPECIALLY BY ENRICHING OUR IDENTITY

POSITION 2: BEING EUROPEAN BENEFITS US LITTLE OR NOT AT ALL, ESPECIALLY WHEN IT COMES TO IDENTITY

SESSION 3:
WHAT IF I STOP BEING EUROPEAN?

LEARNING OBJECTIVES
In this session: - **You will identify and understand the main advantages associated with European citizenship.** - **You will critically reflect on the meaning of European citizenship and the values that underpin it.** - **You will develop communication, argumentation and critical thinking skills through the technique of academic debate on two divergent positions regarding belonging to Europe.** - **You will become aware of the relationship between individual/collective identity and European belonging.**

ACTIVATION

(8 MINS)	**ACTIVITY 1: How would you describe the feeling evoked when you think of yourself as European? Take a couple of minutes to write down your description. Then, share with a classmate whether your initial feelings were positive, negative or neutral. Try to explain why you feel that way.**

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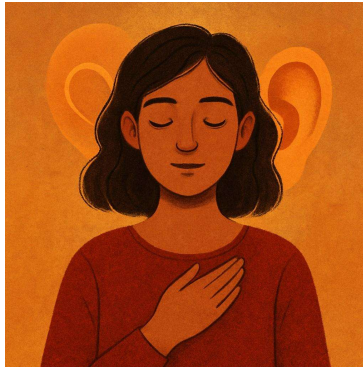
OpenAI. (2025). [AI-generated image representing inner listening]. Tool DALLE by ChatGPT. https://chat.openai.com/

(10 MINS)	**ACTIVITY 2:** Look at the following sequence of images and write individually down at least one idea for each image that allows you to answer the following question: **Is it worth being European?**

Jessekarjalainen. (2011). *Photograph of the fall of the Berlin Wall.* [Photograph]. iStock.
https://www.istockphoto.com/photo/id-183404335
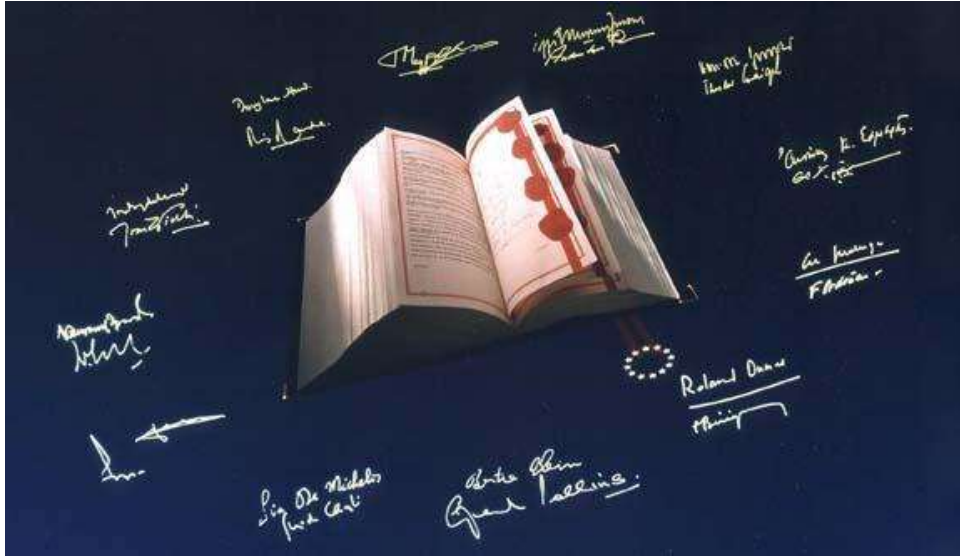
European Parliament. (n.d.). Image related to the Maastricht Treaty. [Photograph]. European Parliament.
https://www.europarl.europa.ineu/about-parliament/es/-the-past/the-parliament-and-the-treaties/maastricht-treaty

AlxeyPnferov. (2018). *EU flag and barbed wire fence.* [Photograph]. iStock.
https://www.istockphoto.com/photo/id-959698452

Wikipedia. (n.d.). *Image of the Spanish Embassy in Italy.* [Photograph]. *Wikipedia.*
https://es.wikipedia.org/wiki/Embajada_de_Espa%C3%B1a_en_Italia

Directorate-General of Police. (n.d.). *Image of the renovation project for the ETIAS headquarters for border control at Madrid Barajas Airport.* [Photograph]. National Police.
https://www.policia.es/_es/fondos_europeos.php?tipo=146

Sangiao, A. (2023). *Empty ballot box and election campaign envelope at a polling station.* [Photograph]. iStock.
https://www.istockphoto.com/photo/id-1498776766

🕐 **(52 MINS)**	**ACTIVITY 3: Debate: Does being European benefit us?**

- At the end of the previous session, you were asked to find information on two positions (P1 or P2) in a debate about *whether or not being European benefits you, focusing particularly on the concepts of identity and citizenship:*

POSITION 1: BEING EUROPEAN BENEFITS US IN MANY WAYS, ESPECIALLY BY ENRICHING OUR IDENTITY

POSITION 2: BEING EUROPEAN BENEFITS US LITTLE OR NOT AT ALL, ESPECIALLY WHEN IT COMES TO IDENTITY

- **We are going to form two teams, each of which will defend one of the two positions.**
- **Each team will have 20 minutes to share and analyse the ideas or arguments they have found on the assigned position.**
- **We suggest that each member focus on a specific aspect of that position (identity, citizenship, rights, responsibilities, culture, etc.) and that at the end of this preparation time, the team should agree on a maximum of three main arguments to use in the debate.**

- **The debate will last a total of 32 minutes and will be conducted according to the stages indicated in the table below. A different spokesperson must be appointed for each of these stages.**

1. Introduction P1 (3 MINUTES) *Present your position and your three key ideas*
2. Introduction P2 (3 MINUTES) *Present your position and your three key ideas*
3. Argumentation P1 (5 MINUTES) *Develop two of your arguments with evidence, information and examples. Refute some of the opposing points by posing questions*
4. Argumentation P2 (5 MINUTES) *Develop two of your arguments with evidence, information and examples. Refute some of the opposing points by posing questions*
5. Rebuttal speech in favour of P1 (5 MINUTES) *Present the third argument, refute the opponent's arguments presented in their argumentation, and respond to the questions that have been asked. Defend your own case against the attacks made during the questions. Clarify any misunderstandings or misrepresentations. Begin to show why your side should win the debate.*
6. Rebuttal speech in favour of P2 (5 MINUTES) *Present the third argument, refute the opponent's arguments presented in their argumentation, and respond to the questions that have been asked. Defend your own case against the attacks made during the questions. Clarify any misunderstandings or misrepresentations. Begin to show why your side should win the debate.*
7. Closing speech by P1 team (3 MINUTES) *Summarize the three main lines and end with a creative sentence that encapsulates the discourse. This is not the time to refute or introduce new information.*
8. Closing speech by P2 team (3 MINUTES) *Summarize the three main lines and end with a creative sentence that encapsulates the discourse. This is not the time to refute or introduce new information.*

- **Once the formal debate time is over, you should share your most significant opinions on the positions defended with the whole class, involving your classmates and the teacher.**

	ACTIVITY 4: Share with your classmates whether you think the dynamics of the debate and your own perspective would have changed if, instead of asking the question in the plural, 'Does being European benefit us?', it had been asked in the singular, 'Does being European benefit me?'.
(8 MINS)	

	ACTIVITY 5: As a final reflection, create a Visual Thinking (https://www.youtube.com/watch?v=rZikhQ5w5Ck) exercise, using only drawings, that illustrates a preconceived idea that has changed after the debate and a new idea that you discovered during the debate.
(12 MINS)	

USEFUL
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● Scriberia. (2015, June 30). *What is visual thinking?* [Video]. YouTube. https://www.youtube.com/watch?v=rZikhQ5w5Ck

SESSION 4:
EUROPEAN VALUES IN A G CLEF

LEARNING OBJECTIVES

In this session:

- **You will reflect on the concepts of European identity and citizenship through musical experiences.**
- **You will develop creative skills to express European values through music.**
- **You will integrate your own contributions and those of your classmates to enrich your reflections and symbolic constructions about Europe.**
- **You will relate real testimonies from European migrants to the chosen values, developing intercultural understanding and making their experiences visible.**

ACTIVATION

(12 MINS)	**ACTIVITY 1: Read the following information about the European anthem:** https://www.coe.int/en/web/about-us/the-european-anthem **and listen carefully to the European anthem (Ode to Joy)** https://www.youtube.com/watch?v=qn0_lQ8ymbQ. **While listening, feel free to write down the lyrics you might know. Next, listen to one of the best-known Spanish versions** https://www.youtube.com/watch?v=JkiNM9qrvNM&list=RDJkiNM9qrvNM&start_radio=1

TASK

(30 MINS)	**ACTIVITY 2: For this activity, listen to the anthem again** https://www.youtube.com/watch?v=qn0_lQ8ymbQ **and, using the instrumental accompaniment, work in groups of 3 or 4 to create a four-line stanza that reflects European values.** **After spending about 10 minutes creating and rehearsing, each group should recite or sing their verse, accompanied by the instrumental version of the anthem, and share it with the rest of the class.** **Each group, by consensus and after listening to the verses from the other groups, will write four key words (taken from the versions created in class) on a visible spot in the classroom.**

	Verse 1
	Verse 2
	Verse 3
	Verse 4

(10 MINS)	**ACTIVITY 3: Based on the keywords collected in the previous activity, the following personal reflection exercise will be proposed. Create a pyramid with the words that represent the most important values in Europe in your personal opinion at the base and those that guide Europe's progress today and are still in full development at the top.** **You can add words of your own, but you must include those shared with the class in your pyramid. Write your name on the pyramid and stick it in a visible place in the classroom.**

Values to be achieved

Values in progress

Achieved values

(8 MINS)	**ACTIVITY 4: Start the pyramid trail!** Take a piece of paper and write down the words you see on other pyramids that you agree represent European values that you also identify with, enough to add them to your pyramid. Once you have all the words to complete your pyramid, go back to your own and finish it with the remaining words you have written down, taking inspiration from your classmates' pyramids.
(30 MINS)	**ACTIVITY 5: Choose at least two of the words or values from your value pyramid** (from the previous activities) and use them to write the title of your song. These words must faithfully represent the content of the song, so you should first read carefully the excerpts from the testimonies of European migrants (interview fragments from FOM@Play) provided below and decide on a theme that inspires you. Once you have selected the excerpts and created your title, you must create a new song (if you wish, with the help of artificial intelligence) in which parts of those testimonies are incorporated verbatim. You choose the rhythm and the length!

(1) I think that, despite the difficulties we have gone through, you know, even between nations, I think it is a shared history and I think it is something that can be built on [...] To feel proud of who we are and, in some way, protect our own identity from things we may not entirely agree with; but we also have access to better education, better facilities, technology, sports and also the opportunity to travel.
(Female Polish citizen living in Italy)

(2) The first thing you should feel is that we are all part of something and it is the same, it is not different. Of course we are different, that's why we have our own identity. But we are part of something bigger. That's the first thing you should understand. The second thing should be to be open to dialogue, to be open to different points of view. If you are not really educated in listening, in trying to understand that people are different from you, you may have difficulties in this European environment.
(Female Spanish citizen living in Italy)

(3) I think the idea that if you are in the European Union or in certain countries considered to be Europe, we are all ideologically the same, is not correct historically, socially, economically or linguistically.

(Male American citizen living in Italy)

(4) The European Union offers a range of possibilities: freedom of movement within the European Union, much simpler bureaucratic processes.

(Male Greek citizen living in Italy)

(5) I really like the mix that allows me to live well and in line with what I want within the European Community. Therefore, it is my right to move around, to bring together and mix what I like best.

(Male German citizen living in Spain)

(6) Irish and European. I am a European citizen, Irish, living in Spain. If there are differences in that, I don't perceive them right now.

(Male Irish citizen living in Spain)

(7) My soul is Romanian, yes, but as I lived half my life in Romania when I was young and the other half here, right now I feel Spanish with a Romanian soul.

(Female Romanian citizen living in Spain)

(8) Despite the similarities, there are also differences. So it's like, every time a person leaves their comfort zone and moves to another country, they don't lose their identity, but rather add something else to it.

(Female Ukrainian citizen living in Italy)

(9) Here I see that people respect each other, they respect each other's culture and customs.

(Male Romanian citizen living in Spain)

(11) My identities [...] coincide, let's say, in the pluralistic vision, in the vision of understanding the peculiarity of the difference between different cultures, and they coincide above all in this feeling of unity [...] in the reason why the European Union was created.

(Male Italian citizen living in Spain)

PUBLISH

ACTIVITY 6: If you wish use your Instagram account to post the final version of the song you created. It would be great in audiovisual format so that the testimonies can not only be heard but also read.

Username

0 likes

Add a comment...
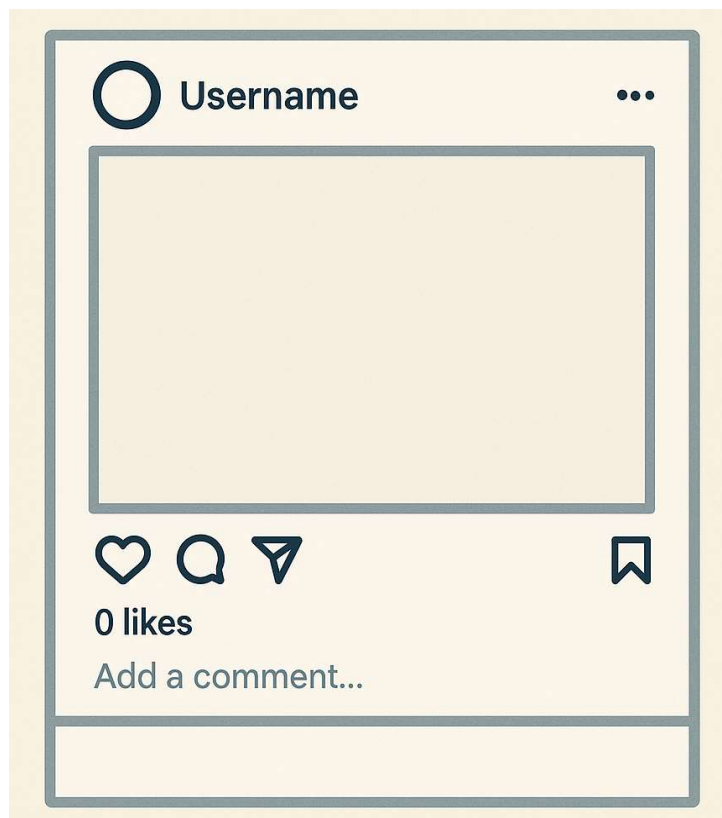
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TEACHER'S NOTES

TEACHING RECOMMENDATIONS

SESSION 2 – ACTIVITY 4			
ERIKSON'S THEORY		HALL'S THEORY	
Self-esteem as an influential factor	Testimonial 1	Identity as a hybrid construct, influenced by different factors and evolving	Testimonials 3, 4, 5, and 6

Adolescence as a defining stage of identity	Testimony 2	Cultural identity as a concept	Testimony 7

THE FOM@PLAY TEACHING-LEARNING MATERIALS FOR EDUCATING UNIVERSITY STUDENTS IN EUROPEAN VALUES AND CITIZENSHIP

Materials developed by:

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THE FOM@PLAY TEACHING-LEARNING MATERIALS FOR EDUCATING UNIVERSITY STUDENTS IN EUROPEAN VALUES AND CITIZENSHIP

ENGLISH VERSION

MODULE 1: EUROPEAN CITIZENSHIP AND FREEDOM OF MOVEMENT

MODULE 2: EUROPEAN CITIZENSHIP AND IDENTITY

MODULE 3: EUROPEAN CITIZENSHIP AND SOCIAL EXCLUSION

MODULE 4: EUROPEAN CITIZENSHIP AND INCLUSION

MODULE 3: EUROPEAN CITIZENSHIP AWARENESS AND SOCIAL EXCLUSION

LEARNING OUTCOMES

By the end of this module:

- You will be more aware of the multilayered and multifarious ways whereby European citizens may feel excluded or discriminated against.

- You will be able to critically assess and identify power inequalities, prejudices and discrimination in a variety of texts, such as citizens' life stories, images, or political speeches.

- You will be able to create, present, and publish an infographic to raise awareness among other young people about the need to be proactive in taking measures or actions to prevent, avoid, and combat discrimination.

SESSION 1:

COMING TO GRIPS WITH SOCIAL EXCLUSION

LEARNING OBJECTIVES

In this session:

- You will reflect upon the broad concept of 'social exclusion'.
- You will learn about the various ways through which exclusion is enacted.
- You will understand how exclusion is often driven by misguided or inaccurate beliefs and attitudes towards others.

ACTIVATION

(10 MINS) | **ACTIVITY 1: Read the following questions. Think about them individually first. Then, discuss your ideas with your shoulder partner.**

1. Do you feel that some people are excluded in society? If so, which groups?
2. Why do you think that societies exclude particular groups?
3. Who is to blame for the exclusion of particular groups?
4. How may citizenship act as a source of exclusion?

(10 MINS)

ACTIVITY 2: This module delves into the many layers of exclusion in our modern societies. But, what is 'social exclusion' to you? Work in groups of 3 or 4 students and complete the mind map below with any ideas that come to mind in relation to this topic.
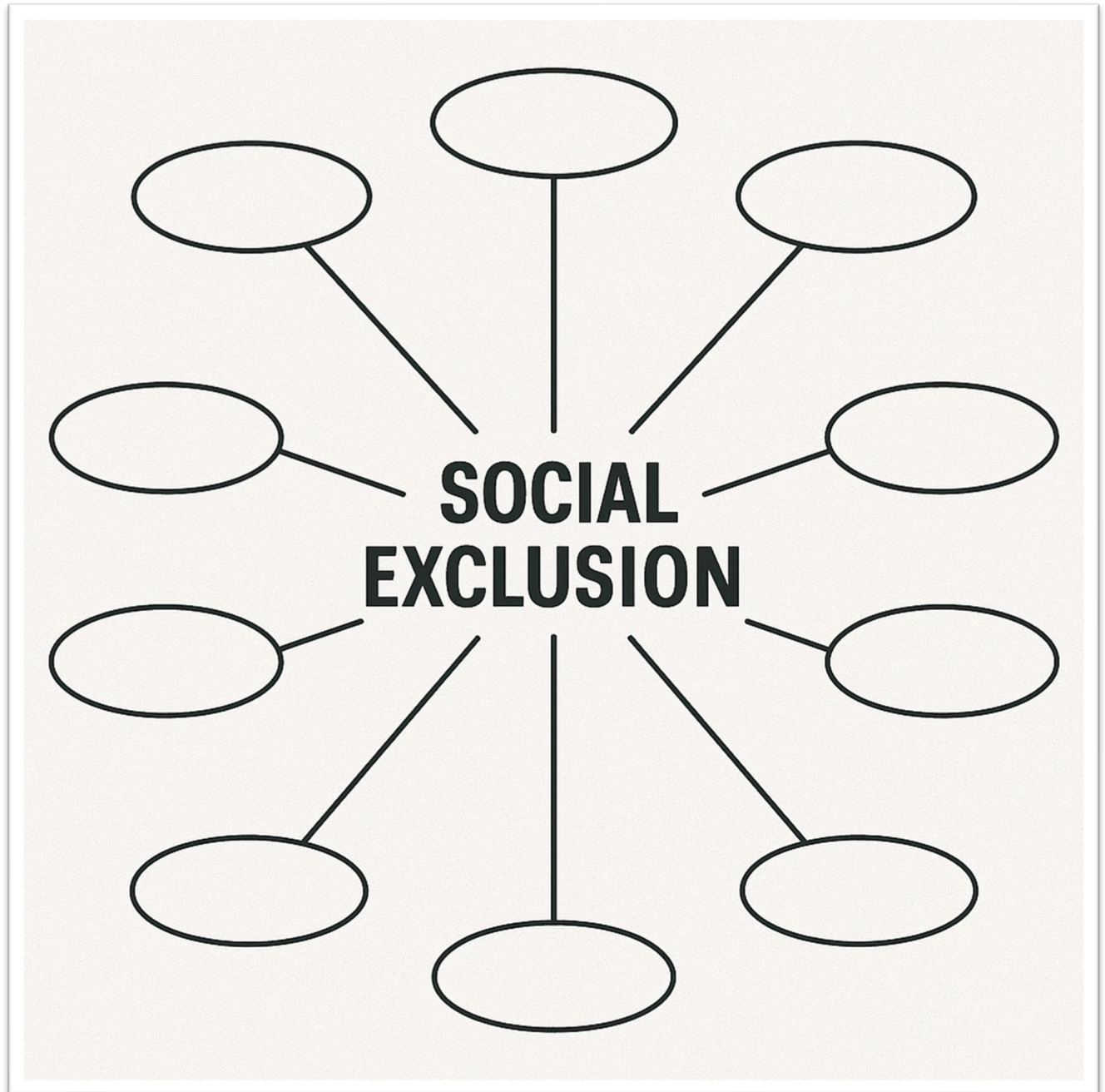
SOCIAL EXCLUSION

	For additional activities, refer to Additional Activity 1 in the Teacher's Notes at the end of the entire module.

(15 MINS)	ACTIVITY 3: Migration and social exclusion, unfortunately, often go hand in hand. Read the following extracts from the FOM@Play interviews. Working with your shoulder partner, complete the empty space next to each extract with a few key words summarising, in your view, how exclusion appears to be reflected there. Try and focus on the most likely reasons for the exclusion in each instance (for example: 'geographical origin').

EXTRACT	WHAT'S GOING ON?
(1) There's discrimination towards people from the South.	
(2) We haven't taught our daughter Romanian yet because we don't want her to speak with an accent — because if she speaks with a Romanian accent, she won't be able to work in a hotel or a shop. It's different from, say, an English accent — if you're English, they put you on a pedestal.	
(3) This job has to be for a Spaniard.	
(4) When they ask you where you're from, if you say you're from Romania, they would step away and even leave me alone many times.	
(5) When you say you're Bulgarian, it sounds like Eastern Europe — that distant, unfamiliar, and somewhat hostile Europe. Or when you say you're Romanian, they think of Romanian gypsies.	
(6) She started saying that we were all coming to steal their children's jobs.	
(7) After the crisis, people here have become a bit more racist.	

(8) Romanians are terrible.	
(9) I believe European immigration is very privileged.	
(10) There's a tendency to categorise or cage cultures into small stereotypes: 'Italians, you only eat pizza and pasta,' 'Spaniards only eat paella and potato omelette.'	
(11) Why would I go spend money at that bar, to give it to this Romanian woman? I'll give it to one of my own.	

INPUT

(10 MINS) | **ACTIVITY 4:** Below you will find two academic definitions of *social exclusion.* Read them individually first and then, with your shoulder partner, identify the key words in each and summarise them both into a single definition.

✓ "(...) a process by which individuals or groups are denied the opportunity of participation, whether they actually desire to participate or not, in the key activities of the society in which [they] live" (Bracic, 2022, p. 1046)

✓ "When individuals find themselves in situations involving someone making them feel physically or emotionally separated from others, or otherwise devalued

socially, they are experiencing events that broadly can be termed *social exclusion* (...)" (Wesselmann et al., 2023, p. 2)

(5 MINS) | **ACTIVITY 5: Look at the images below and, with your shoulder partner, discuss the various ways whereby individuals may be "devalued socially".**

Source: Image generated through Chat GPT-4o

Source: Image generated through Chat GPT-4o

🕐

(10 MINS)

ACTIVITY 6: One of the ways through which individuals are excluded is through *rejection*. Wesselmann et al. (2023, p. 2) argue that this involves treating someone negatively in an explicit way, for example through nasty statements, jokes and laughter. One example of a hurtful statement is "No one wants to work with you". Now, working with your shoulder partner, could you use any of your social media accounts (*X, Instagram, TikTok*) and look for 3 or 4 similar comments or statements involving explicit rejection towards somebody? Complete the empty social media post below with these 3 or 4 comments. This should be pretty easy; hateful comments, unfortunately, abound in social media…

Name
@username

⋯

💬   ⟲   ♡   ⬆

(3 MINS) ACTIVITY 7: Exclusion, though, is also enacted by ignoring someone, which Wesselmann et al. (2023, p. 2) refer to as *ostracism.* There are many ways of ignoring someone: treating someone coldly or with disinterest, or not providing someone with information they need. People experiencing this kind of exclusion often feel invisible, or even socially dead. On this basis, read the following extract from one of the FOM@Play interviews and underline words or expressions that convey this feeling of invisibility.

He said people didn't even look at him; they didn't even acknowledge him as a human being; nobody spoke to him, nobody looked at him; he said he felt like a ghost.

For additional activities, refer to Additional Activity 2 in the Teacher's Notes at the end of the entire module.

(5 MINS) ACTIVITY 8: Read the following extracts from the FOM@Play interviews and, with your shoulder partner, discuss how the words underlined may be revealing social exclusion.

I'm sorry because <u>they</u> come from countries that really have serious problems—more problems than <u>we</u> do. But, precisely, <u>we</u> also have <u>our</u> limits.

Of course, there are countries where, if you deserve to be there and have the necessary skills, they hire you. This, however, is not the case in this country; <u>they</u>'d rather hire one of <u>their own</u>, even knowing that person is worse, but <u>they</u> hire <u>them</u> anyway.

Why would I go spend money at that bar, to give it to <u>this</u> Romanian woman? I'd rather give it to <u>one of my own</u>.

ACTIVITY 9: To help you better understand what is happening in the extracts discussed above, read the following snippet of theoretical input.

(5 MINS)

Language is a powerful means to bring us together or drive us apart. It is through language, therefore, that our social identities are construed and conveyed, and in so doing, we are also revealing our affiliation or lack thereof with particular social groups. Social identity theory in social psychology argues that our belonging to particular social groups helps boost our confidence and security, thereby resulting in feelings of *favouritism* towards our *in-group* (i.e. *WE*) (e.g. Tajfel & Turner, 1979; Jones, 1997). On certain occasions, particularly when our in-group is perceived to be under threat, human beings tend to reveal *hostility* towards members of the *out-group* (i.e. *THEY*). This hostility is often due to a belief that the out-group is using resources that only in-group members should benefit from. Our current world, characterised by manifold socio-economic and political crises, is one where this *polarisation* is rife; in this context, social minorities, unfortunately, often become scapegoats for the ills of the in-group (e.g. Van Dijk, 1998).

For additional activities, refer to Additional Activity 3 in the Teacher's Notes at the end of the entire module.

ACTIVITY 10: These 'in-group' vs. 'out-group' divisions are often closely linked to beliefs regarding the alleged inherent or intrinsic qualities of all outgroup members (i.e. *they are…; they do…*). Read the following extracts from the FOM@Play interviews, which show such beliefs 'at work'.

(3 MINS)

Because being a Slavic woman, you also end up being objectified a lot. Because there is a stereotype that a Slavic woman is a trophee wife or, like, the glorified escort.

Romanians are terrible.

There's a tendency to categorise or cage cultures into small stereotypes: 'Italians, you only eat pizza and pasta,' 'Spaniards only eat paella and potato omelette.'

From my experience, there is a certain respect, a certain attentiveness towards me because of my French citizenship.

ACTIVITY 10.1: Drawing on these extracts, discuss the questions below with your shoulder partner.

(5 MINS)

1. What are *stereotypes*? Could you provide your own definition?
2. Are *stereotypes* always negative? Why? Why not?

ACTIVITY 11: Read the following snippet of theoretical input to help you better understand the link between *stereotypes* and social exclusion, as revealed in *prejudice* and *discrimination*.

(5 MINS)

Stereotypes are beliefs stemming from our need to cognitively simplify the world around us by classifying people into groups with a set of general characteristics or traits (e.g. Hinton, 2000). These characteristics constitute inaccurate generalisations about the so-called inherent or innate 'nature' of the entire group, without attending to the specific socio-economic and cultural context each particular or specific person happens to inhabit. This leads to such statements as "all Germans/Spaniards/Greeks (etc.) are X". The others, therefore, are perceived as all sharing similar broad traits, while our own in-group members are perceived as highly different, personal and nuanced (e.g. Ostrom & Sedikides, 1992).

At times, these broad generalisations lead to attitudes towards the outgroup which we will refer to as *prejudice*. These attitudes are inspired by negative or positive feelings or affect towards the outgroup, and as such, prejudice may be negative, as well as neutral and positive (e.g. Nelson & Olson, 2024). Negative stereotyping and prejudice, for instance, may be seen in the first two examples above, whilst neutral or positive stereotyping and prejudice feature in the last two. With all of this in mind, *stereotypes* are thus more cognitive, whilst *prejudices* are more affective or emotional in nature. Stereotypes and prejudices may materialise in behaviours or actions, which we will refer to as *discrimination*. These behaviours are linked to the many ways whereby social exclusion is enacted, as explained above, when considering *rejection* and *ostracism*.
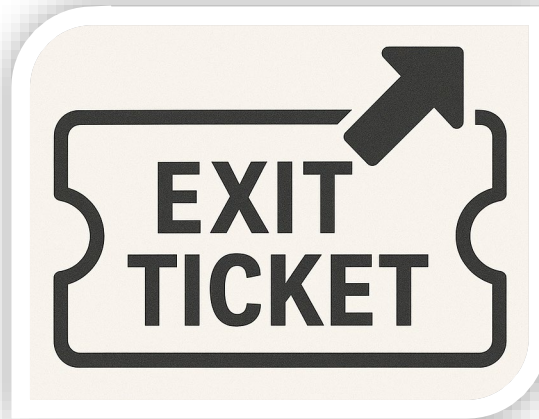
**EXIT
TICKET**

	ACTIVITY 12: Complete the following EXIT TICKET to 'wrap up' this session
(5 MINS)	

	Name THREE things you have learnt in this session:
3-2-1	1. 2. 3.
	List TWO things you want to learn more about: 1. 2.

Ask ONE question or doubt you have about the contents covered in this session:

1.

USEFUL REFERENCES
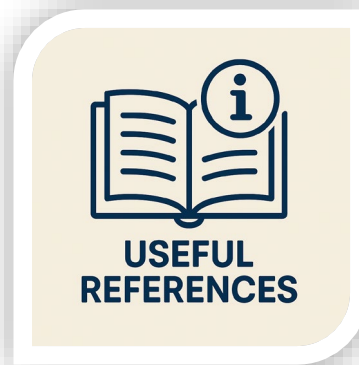
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FOM@play
Freedom of movement discourses

LEARNING OBJECTIVES

In this session:

- You will reflect on why and how diversity and inequality often go hand in hand.
- You will read and analyse real first-person accounts of various discrimination episodes.

ACTIVATION

(15 MINS) | **ACTIVITY 1: Read the extract below taken from one of the FOM@Play interviews. Then, complete the table just below the extract with your own ideas, and compare them with your shoulder partner's.**

Poor migrants, now they want to send them back. However, in Italy there's no longer any possibility of accepting more. I'm really sorry, because they come from countries that truly have serious problems — more problems than we do. But, we also have our limits! I always try to give them a few coins. I really like black women, because they're very nice people and they do those jobs like handing out tissues. However, Romanians are terrible. If you don't do something, they'll damage your car and break your windshield wipers. I'm not racist against anyone, but we also have our limits!
(Female German citizen living in Italy)

	What do you SEE? (Based on your superficial reading of the text)
	What do you THINK? (Based on your own ideas in relation to the text)
	What do you WONDER? (Any questions deriving from what you have seen and thought?)

(10 MINS)

ACTIVITY 2: The last sentence in the extract you have just read and reflected on includes the word BUT, a highly powerful and meaningful small word, despite is apparent insignificance. Many statements containing this word convey and represent the manifold power differences pervading our societies. The image right below features a very famous quotation containing this word from the novel *Animal Farm: A Fairy Story* (1945), by British novelist George Orwell. In this satirical novel, the animals in a particular farm rebel against their human masters and end up evicting them. Shortly afterwards, all the animals agree upon a set of Commandments ruling their actions; one such key Commandment is: "All animals are equal". However, the animals end up echoing human beings' power dynamics, and the new leaders, the pigs, rewrite all previous Commandments by condensing them into one: "All animals are equal, but some animals are more equal

than others". Working with your shoulder partner, discuss the questions below the image.

Source: Animal Farm (1954), an animated film produced by Halas and Batchelor, based on the novel by George Orwell (https://wordhistories.net/2019/08/12/more-equal-than-others/)

1. What does the phrase "more equal than others" mean? Can something or someone be more or less equal? Why? Why not?
2. Can the rewriting of rules be regarded as a form of oppression? How?
3. Let's replace *animals* with *humans*: "All humans are equal, but…". Could you come up with three or four possible alternative ways of ending this sentence?
4. What parallels could be drawn between this quote and our real world?

(10 MINS) **ACTIVITY 3: Read the following quotation from an academic source. Think about it individually. Then, discuss the questions below with your shoulder partner**

"The one we live in is a 'superdiverse' world (...), a world where diversity is still a synonym for vulnerability and inequality, and is too often met with stereotyping, prejudice and discrimination (...)" (Esposito, 2024, p. 506)

1. Why is our world 'superdiverse'?
2. Why is this diversity a source of vulnerability and inequality? On what grounds?
3. Should diversity be limited or regulated somehow? Why? Why not?

FOM@play
Freedom of movement
discourses

INPUT
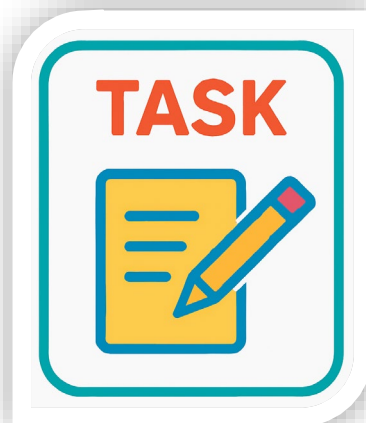
TASK

ACTIVITY 4: For the remainder of this session, you will be working in groups to complete the macro-task described below.

(45 MINS)

In this part of the session, we will focus on the analysis of 9 key passages from the FOM@Play interviews. Split yourselves into several groups. Each group will be assigned several passages to read and analyse in detail. Your analysis should be guided by the questions outlined below. One member of each team will act as the *scribe*, i.e. the one writing down the ideas discussed by the group. Once you have read through and analysed your assigned passages, you will synthesise all the ideas you have generated into a short presentation outlining the ways in which the following statement may hold true:

> **ALL HUMAN BEINGS ARE EQUAL, BUT UNFORTUNATELY, SOME HUMAN BEINGS ARE MORE EQUAL THAN OTHERS.**

You may use, if you wish, some sort of visual format for the presentation (Powerpoint, Canva, etc.). One member of each team will act as the 'spokesperson', i.e. the one presenting each team's conclusions. Following the presentations, we will compare all the issues uncovered.

GUIDING QUESTIONS

1. How is discrimination evident in the passages? Is it 'overt/explicit' or, rather, more 'covert/implicit'?
2. Which stereotypes and/or prejudices may be said to be fuelling discrimination?
3. Who discriminates and who is being discriminated against? Does power or lack thereof play any role in these episodes of discrimination?
4. In which contexts is discrimination revealed?
5. How does the interviewee feel and react as a result of the experience he/she recounts? How would you react if you were to find yourself in a similar situation?
6. On what grounds do you think that the interviewees are discriminated against? Which aspect(s) of their identity/identities appear to be involved in their experience of discrimination?
7. Are some European citizens viewed more 'positively' than others? You may answer this question by using evidence from the passages and/or drawing upon your own experience(s) and/or background knowledge.

PASSAGES

1	*I've experienced occasional racist or discriminatory episodes. I don't know if it was because of where I'm from, or just a general rejection of foreigners. For example, one summer I worked in a greenhouse, and one time, I was speaking Polish with a coworker when a man suddenly approached us and said: "Why are you speaking your language? You have to speak Spanish here! You're in Spain!" It was extremely aggressive. However, this kind of xenophobia doesn't only happen in contexts that require less education or training; it also happens in the university setting, where I currently work. I don't want to go into details, but in the Faculty, in the Department, there are xenophobic remarks—yes. In any case, I will not worry about it or live my life through those isolated episodes. People are always going to pick on you— for being a foreigner, or for being bald, or because of your religion or sexual orientation, or whatever it might be.* **(Male Polish citizen living in Spain)**

2	*When I said I was studying, people didn't understand how I, a foreigner, could be attending university. So, at times, I feel a bit discriminated against, especially because of that feeling of being stuck or constantly held back. I can understand that some Ukrainian women who come here might think we're all the same, but we're not. For example, you go to a bar to have a coffee, and the moment you smile a bit more, you're misjudged. And heaven forbid you make a joke — if I joke, it's a 'faux pas'. You're always misunderstood. It doesn't matter if you're married, divorced, single… they always come down on you! I see it as discrimination because I can't be myself. I always have to look around me to see how I should behave, because if I don't, people look at me badly. Then there's the way women may look at you when you smile at a male acquaintance, as they think: "You're trying to steal my husband." Sometimes, men's behaviour isn't appropriate either. For example, when I first arrived in the city, I had to go to the police station, and on the way there, I encountered some men who made indecent proposals.* (Female Ukrainian citizen living in Italy)

3	*Because being a Slavic woman, you also end up being objectified a lot. Because there is a stereotype that a Slavic woman is a trophee wife or, like, the glorified escort or whatever. So, there's also a downside to it because once you try to grow somehow in the professional field in Italy, especially, even if you have a lot of experience, you will still be seen as a pretty Russian girl, mostly. Like you are less likely to be considered serious. When you go to the police, any kind of immigration officers will be more open to you…obviously the male staff…who will let you pass without waiting in line. You understand that this is a privilege but you understand that it really is not such a great privilege because it also goes with the people not really seeing you for, like a human because it's still objectifying in some sense.* (Female Russian citizen living in Italy)

4	*Sometimes I felt quite privileged because people looked at me with special attention. Discriminated against? Not at all. For example, if you go to the doctor or the hospital, they immediately say, "Oh, but you're French", and then they give me very, very careful attention. So there is a certain respect, a certain attentiveness toward me because of my citizenship.* (Female French citizen living in Italy)

5	*When I had Instagram, there were definitely moments when I felt a bit excluded. Back then, I was an influencer and had many followers. However, on Instagram, I never mentioned that I was from another country — just my first name, no last name, nothing else, and that was it. I would get invited to events, which was great. The problem came when I arrived at the event and started speaking — then they would ask, "Oh! Where are you from?" I would say I was from Romania, and then they would distance themselves, even leave me alone. Eventually, I ended up shutting my Instagram account, but I mainly left it because I was already tired and overwhelmed. I would have liked them to treat me normally, just like anyone else.* **(Female Romanian citizen living in Spain)**

6	*When people ask me where I'm from, I say Sofia because Sofia sounds different, and I deliberately avoid this nuance that may be perceived when you say Bulgarian.* **(Female Bulgarian citizen living in Spain)**

7	*I was at the hair salon when a woman came in without an appointment. She very rudely asked the hairdresser why she was doing my hair, saying she felt I had a strange accent. The hairdresser kindly told her that I already had an appointment, but then the woman started yelling and saying that we were all here to steal jobs from her children. At that point, I left. I felt awful.* **(Female Spanish citizen living in Italy)**

8	*I was very dressed up because I was going to an event, and on my way there, I stopped off at a supermarket to buy some bread. This supermarket was not in my neighbourhood. The security guard was there, and I said, "Excuse me, I wanted to ask if you know where the bread is?" and she replied, "No, no, I have nothing". I was in shock. I mean, look at me — I was dressed up, wearing heels, with makeup on. How could you possibly think I was going to ask you for money or something like that?* **(Female Romanian citizen living in Spain)**

9	*My mother has now become an entrepreneur, and we've heard comments like, "Why would I go spend money at that bar? If I'm going to give money to someone, I'd rather give it to one of my own than to that Romanian woman." That kind of comment hurts, especially for my parents, who have worked hard and know what it means to struggle all their lives. It's as if nothing they do is ever enough, because they say: "No one gave me anything — I earned it through my own work". On many occasions, I've also been told in work settings: "You don't know anything — go back to your country!" On social media, there's a lot of hate too. Often, in response to something like a news story about a Romanian person killing someone or something similar, people immediately start posting comments like "they should all go back to their country." The society we live in isn't progressing, and young people are more and more intolerant. I have a brother with a slight disability, a developmental delay, and he's had a very hard time at school. He's even told me that in class, kids say things like: "You're Romanian… I'm not going to your mom's bar because she's Romanian, and that place should be for Spaniards… you're here so we can take advantage of you."* **(Female Romanian citizen living in Spain)**

ACTIVITY 5: Read the following snippet of theoretical input to help you better understand what was revealed by your analysis of the passages from the interviews.

(5 MINS)

Social diversity is, as stated above, unfortunately often a source of prejudice and discrimination. This diversity stems from the multiple identities upon which our sense of 'self' is construed, linked to such categories as gender, race, class, ability, sexual orientation, and many others (Vertovec, 2023, p. 8). These identities do not constitute 'separate compartments', but rather interact in complex ways, and in so doing, generate power inequalities revealed in situations of privilege and discrimination (Benkirane & Doucerain, 2022, p. 151). Social exclusion in its many shapes is thus often not tied solely to a single category or identity, but to a convergence of factors. For example, people may be discriminated against on the grounds of their gender and race; or their gender, race and sexual orientation; or their geographical origin and gender, etc.

This phenomenon is referred to as *intersectionality*; the term was first proposed by Professor Kimberlé Crenshaw in 1989 to cast light on how the experiences of exclusion and marginalisation of many black women in the United States were due to both their race and gender. Ever since, the scope of the concept has been extended to encompass any

factor or identity that may be acting as a source of exclusion (Esposito, 2024, p. 514; Hudson et al., 2024).

The FOM@Play interviews reflect this phenomenon at work in the experiences of people (typically women) who feel or have felt excluded due to their gender and their geographical origin, their geographical origin and language, or their geographical origin and disability. As you may have realised, many of the excerpts analysed throughout this session reveal episodes of discrimination towards people from Eastern European countries, such as Romania, Bulgaria or Ukraine. Whilst social exclusion affects everyone, the truth is that some groups are 'more excluded than others', or are perceived as 'less equal'. These *ethnic hierarchies* materialise in the many unfortunate prejudices and stereotypes attached to particular nationalities, as opposed to others, which are perceived as deserving a more privileged status (e.g. Zschirnt & Ruedin, 2016; Bracic, 2022, p. 1047).

(5 MINS)	**ACTIVITY 6:** Now, take a few minutes to complete the following exit ticket in relation to the topics and issues uncovered and discussed throughout this session.

	I USED TO think that...
I Used to Think **Now, I Think**	
	NOW, I think that...

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USEFUL REFERENCES

- Benkirane, S., & Doucerain, M.M. (2022). Considering intersectionality in acculturation: Bringing theory to practice. *International Journal of Intercultural Relations*, *91*, 150-157.
- Bracic, A. (2022). Ethnicity and social exclusion. *Nationalities Papers*, *50*(6), 1045-1056.
- Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum*, 139-167.
- Esposito, E. (2024). Discourse, intersectionality, critique: Theory, methods and practice. *Critical Discourse Studies*, *21*(5), 505-521.
- Hudson, S.T.J, Myer, A., & Berney, E.C. (2024). Stereotyping, prejudice, and discrimination at the intersection of race and gender: An intersectional theory primer. *Social and Personality Psychology Compass*, e13939, 1-17.
- The FOM@Play Corpus. (2025). https://fomatplay.eu/home
- Vertovec, S. (2023). *Superdiversity: Migration and social complexity*. Routledge.
- Zschirnt, E., & Ruedin, D. (2016). Ethnic discrimination in hiring decisions: A meta-analysis of correspondence tests 1990-2015. *Journal of Ethnic and Migration Studies, 42*(7), 1115-1134.

HOMEWORK
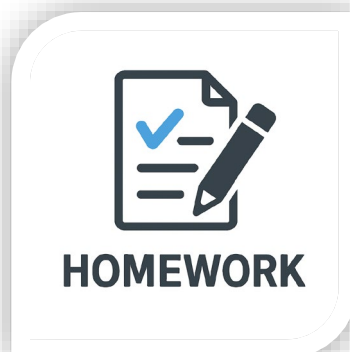
In the next session, we will be debating on the relationship between *exclusion*, *nations* and *migration*. The core of this session will involve an academic debate where you will work in two teams, each one defending a particular side or position on a controversial issue. You will not find out which side you will be defending until the next face-to-face session. For this reason, you are expected to use any resource at your disposal to look for evidence that may support or substantiate both

positions. So, do please come to class with a selection of useful arguments and ideas ready to be used during the debate. Read the instructions below.

1. **Read the information presented below:**

IF WE DON'T CONTROL MIGRATION…
"…we risk becoming an island of strangers, not a nation that walks forward together"
(Sir Keir Starmer, UK Prime Minister, Speech delivered on 12th May 2025;
https://www.youtube.com/live/j05oz5JzPe8)
"…Europe dies…"
(Aphrodite Latinopoulou, European MP, Speech delivered on 16th March 2025;
https://www.youtube.com/watch?v=D7cf92nsMuY)
"…the lands of our ancestors…(will not)…remain the lands of our descendants"
(Dries Van Langenhove, Belgian political activist, 19th May 2025;
https://x.com/DVanLangenhove/status/1924474131665363452)
"…we ethnic Europeans will become a minority in most of our homelands"
(Eva Vlaardingerbroek, Dutch political commentator, 20th May 2025;
https://x.com/Martin_Sellner/status/1924801130246144186)

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2. **The premise presented above is one you may have heard or read in mass media, social media, political debates, or even in the street. In the next session, we will be focusing on two positions around this premise:**

**POSITION 1: MIGRANTS ENRICH
EUROPEAN NATIONS**

**POSITION 2: MIGRANTS DESTROY
EUROPEAN NATIONS**

3. **Do a bit of research on both positions!**

SESSION 3:

EUROPEAN 'NATIONS' AND MIGRATION: OPPORTUNITIES OR THREATS?

LEARNING OBJECTIVES

In this session:

- You will reflect on your own understanding of the concept of *nation*.
- You will examine the link between *nations, borders* and *exclusion*.
- You will engage in a heated academic debate on two divergent views on migrants' contribution to Europe.

ACTIVATION

(10 MINS)	**ACTIVITY 1: Which ideas, feelings, concepts (etc.) does the word *nation* suggest to you? Let's use https://www.mentimeter.com/ or https://www.slido.com/ to create a collaborative word cloud. Which similarities and differences may be found in the ideas generated?**

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NATION

ACTIVITY 2: Read the following passage from one of the FOM@Play interviews. Then, discuss with your shoulder partner the issues and ideas featured in this passage. Once you have done so, use your own words to write a HEADLINE summarising the essence of the passage and your discussion.

There is one thing that really bothers me: when people talk about the French national football team and say that there's no one who is truly French, since they're all Arabs or black. I always try to explain that these guys are fourth- or fifth-generation French. The other day, in fact, I heard an interview where a man said he was like fifth- or sixth-generation and said: "When will France consider us as French?" This is a real question. I went to a school where we all had two nationalities; my mother, for example, is Spanish. We white kids never had any problems; the ones who suffered — of course, the ones who still suffer more discrimination today — are the black or the Maghrebi kids, simply because of their skin. So, this idea that everyone on the French team is a foreigner just because of the colour of their skin really annoys me. It's very difficult to change the mind of someone who thinks that way;
even if you try to explain, they genuinely believe it's true.
(Male French citizen living in Italy)

HEADLINE

ACTIVITY 3: Look at the two images below. Then, with your shoulder partner, discuss the following questions:

(5 MINS)

What do you SEE?

What do you THINK?

What do you WONDER?
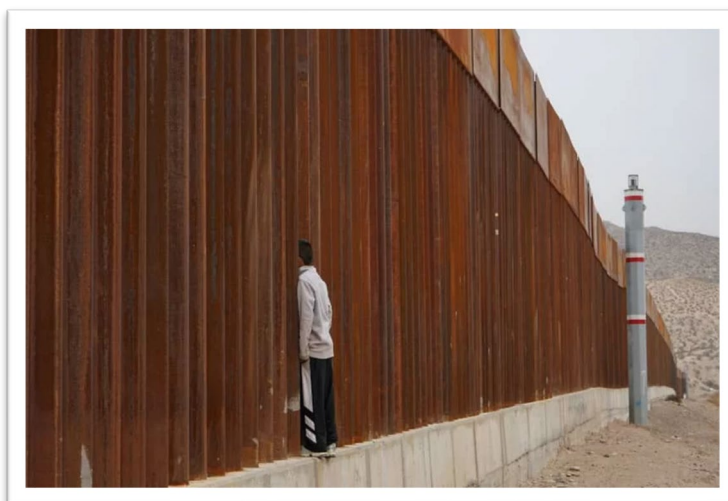
Source: David Peinado on Pexels (retrieved from: https://www.es.amnesty.org/en-que-estamos/blog/historia/articulo/bulos-que-generan-odio-vacunate-contra-el-racismo-1/)

Source: Nigel Farage with the poster. Photograph: Mark Thomas/Rex/Shutterstock (retrieved from: https://www.theguardian.com/politics/2016/jun/16/nigel-farage-defends-ukip-breaking-point-poster-queue-of-migrants)

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	ACTIVITY 4: Read the following academic quotation and, then, in groups of three or four students, discuss the questions below.
(10 MINS)	

"**Indeed, it seems to be the case that – despite an ever more unified and globalised world – more borders and walls emerge, defining nation states and protecting them from dangers both alleged and real**" (Wodak, 2021, p. 96)

1. What do you understand by *globalisation*?
2. Is our current world "more unified and globalised", as the author argues? Why? Why not?
3. Why do you think that "more borders and walls" are emerging nowadays?
4. How may this quotation be relevant to the current European context?

DEBATE

	ACTIVITY 5: Let's debate!
(52 MINS)	

- At the end of the previous session, you were asked to read up on two sides around a heated debate regarding *nations* and *migration*:

POSITION 1 (P1): MIGRANTS ENRICH
EUROPEAN NATIONS

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**POSITION 2 (P2): MIGRANTS DESTROY
EUROPEAN NATIONS**

- **You will now be split into two teams, and each team will focus on defending just one of the two positions.**
- **Each team will have 20 minutes to share and discuss the ideas or arguments found in relation to the position each team will defend. For the sake of efficiency, each team member could specialise in one particular aspect of their side or position (i.e. various perspectives: e.g. economic, cultural, social, ethnic, etc.). By the end of this preparation time, each team should agree upon a maximum of three key arguments to be used during the debate.**
- **The actual debate will last for 32 minutes. The debate comprises the stages outlined in the table below. Make sure that a different spokesperson is chosen for each stage.**

1. Introduction P1 (3 MINUTES)
Present your position and your three key ideas.
2. Introduction P2 (3 MINUTES)
Present your position and your three key ideas.
3. Argumentation P1 (5 MINUTES)
Develop two of your arguments with evidence, information and examples. Refute some of the opposing points by posing questions.
4. Argumentation P2 (5 MINUTES)
Develop two of your arguments with evidence, information and examples. Refute some of the opposing points by posing questions.
5. Rebuttal speech in favour of P1 (5 MINUTES)
Present the third argument, refute the opponent's arguments presented in their argumentation, and respond to the questions that have been asked. Defend your own case against the attacks made during the questions. Clarify any misunderstandings or misrepresentations. Begin to show why your side should win the debate.
6. Rebuttal speech in favour of P2 (5 MINUTES)
Present the third argument, refute the opponent's arguments presented in their argumentation, and respond to the questions that have been asked. Defend your own case against the attacks made during the questions. Clarify any misunderstandings or misrepresentations. Begin to show why your side should win the debate.
7. Closing speech by P1 team (3 MINUTES)
Summarize the three main lines and end with a creative sentence that encapsulates the discourse. This is not the time to refute or introduce new information.
8. Closing speech by P2 team (3 MINUTES)
Summarize the three main lines and end with a creative sentence that encapsulates the discourse. This is not the time to refute or introduce new information.

- Once the debate is over, which of the arguments presented and discussed may contribute to critically assessing and understanding the use of 'nations' and 'borders' as sources and drivers of exclusion? This final step will involve both students and their lecturer.

	ACTIVITY 6: Now, take a few minutes to complete the following exit ticket in relation to the topics and issues uncovered and discussed throughout this session.
(5 MINS)	

	I USED TO think that...
I Used to Think **Now, I Think**	
	NOW, I think that...

- Moncalvillo, S. & López, C. (2018). Manual de debate. Guía para realizar un debate académico en el aula. Servicio de Planes y Programas Educativos de la Consejería de Educación de la Junta de Andalucía. https://www.juntadeandalucia.es/educacion/portals/delegate/content/0b87e7f5-f5b3-4231-abfa-7741398912c1
- Šima, K. (2021). From identity politics to the identitarian movement: The Europeanisation of cultural stereotypes? In J. Barkhoff & J. Leerssen (Eds.). *National stereotyping, identity politics, European crises* (pp. 75-94). Brill.
- Wodak, R. (2013). Dis-citizenship and migration: A critical discourse-analytical perspective. *Journal of Language, Identity & Education*, *12*(3), 173-178.
- Wodak, R. (2021). Re/nationalising Eu-rope: National identities, right-wing populism, and border- and body-politics. In J. Barkhoff & J. Leerssen (Eds.). *National stereotyping, identity politics, European crises* (pp. 95-121). Brill.

SESSION 4:

SPECIFIC RELEVANT DETAILS AND ACTIONS...

LEARNING OBJECTIVES

In this session:

- You will further reflect on the partial and biased perceptions linked to discriminatory practices.
- You will learn about the *EU Anti-Racism Action Plan 2020-2025*.
- You will produce and publish an infographic outlining tangible and feasible measures and actions young people could take to avoid, prevent or tackle exclusion and discrimination in their immediate contexts.

ACTIVATION

(10 MINS)

ACTIVITY 1: Back in 2021, a 9-year-old British child named Kamil de Chickera wrote a beautiful and thought-provoking poem titled *Specific Irrelevant Details*. **The first section of the poem appears below. Read it individually and then discuss the following questions with your shoulder partner:**

1. **Why is the poem titled** *Specific Irrelevant Details*? **What makes these details** *specific* **and** *irrelevant*?
2. **Have you or someone you know been asked any of these questions? Have you or someone you know ever felt**

uncomfortable when asked any of these questions or similar ones? Why?

3. Could you provide three additional questions you may have heard in you daily life revealing such *specific irrelevant details*?

Specific irrelevant details,
What's your race?
Where are you from?
Which god do you believe in?
Your sex, your age, who do you love?
Are you blind? Can you walk?
Are you a refugee, which language do you talk?
Do you have a country? What is your name?
Specific irrelevant details,
To pick and to blame.

(https://www.rescue.org/uk/article/eight-year-olds-poem-about-social-justice-brought-life-refugee-film-makers-global)

(10 MINS)

ACTIVITY 2: Below you will find another section of the poem. Read it individually and then discuss the following questions with your shoulder partner:

1. What does Kamil mean by *the whole of me*?
2. What should we see when Kamil says *They mean you don't see all that you should see*?
3. Could you come up with three possible answers to Kamil's questions at the end of the extract below?

Specific irrelevant details,
If this is all you see,
Then you are prejudiced
You don't see the whole of me!
Ageism, ableism, racism, sexism
Xenophobia, homophobia, big words for me.
They mean you discriminate, you treat people badly
They mean you don't see all that you should see.
How do we help people, break down the lies?
How do we fight prejudice? How do we open eyes?

(10 MINS)

ACTIVITY 3: Since 2020, the European Union has been waging an active campaign against the spread of racism, xenophobia and hate speech across Europe. This is best exemplified in the European Commission's *EU Anti-Racism Action Plan 2020-2025*. Whilst, throughout this five-year period, the EU member states have endeavoured to implement a range of official measures to tackle racism and xenophobia in education, employment, housing, policing, or health care (among other areas), the conclusions derived from the 2024 Report on the implementation of the Action Plan appear to portray a rather bleak scenario. Read the excerpts from the Report presented below and, in pairs: (i) draw up a list of three possible reasons for the situation depicted there; and (ii) come up with three possible ways EU member states could further ensure the official policies and initiatives implemented to tackle discrimination have a significant and meaningful impact on grassroots citizens.

- "61% of Europeans say that discrimination based on skin colour is widespread in their country; Almost half of People of African Descent experience racial discrimination, an increase from 39% in 2016 to 45% in 2022; Discrimination remains invisible, only 9% of victims report incidents" (European Commission, 2024, p. 4)

- "Since the adoption of the action plan, several crises have led to increased racism, xenophobia and hatred against different groups. Available data, which is still scarce, shows the prevalence of individual and structural racism still today. Stakeholders confirmed that the situation of people facing racism has not improved. To foster a society free from racism, discrimination and inequality, the Commission, in a joint effort with Member States and other relevant stakeholders, must step up efforts to tackle all forms of racism" (European Commission, 2024, p. 19)

TASK
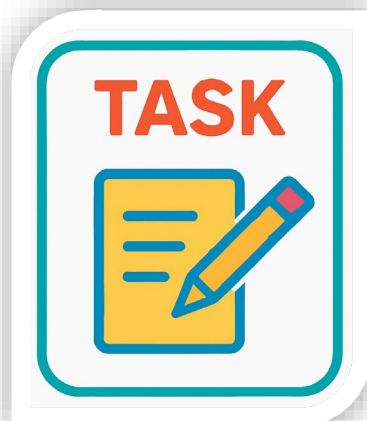
	ACTIVITY 4: The figure below, taken from the _EU Anti-Racism Action Plan 2020-2025_, shows the extent to which people are discriminated against in Europe on the basis of their ethnic origin. Team up with two or three classmates and, together, design a visual INFOGRAPHIC that, including the aforementioned figure as a starting point, outlines 10 possible actions or measures young people could take to avoid, prevent or tackle exclusion and discrimination in their immediate contexts. The actions or measures proposed should be SPECIFIC, REALISTIC and FEASIBLE, as they should be easy to implement in your immediate contexts (e.g. your University, your city, etc.). For each measure or action, you are expected to provide a catchy headline and a bit of detail on how you would go about making each measure a reality, rather than just an empty promise. For details on how to design an effective infographic, check out: https://venngage.com/blog/what-is-an-infographic/ As you will see, an effective infographic is based on five key elements: <u>visual hierarchy</u> (a clear visual structure); <u>data and facts</u> (data presented in a digestible way); <u>graphics and icons</u> (visual elements to support the content and make it engaging); <u>colour and typography</u> (a consistent colour scheme and easy-to-read fonts); <u>concise messaging</u> (short, impactful text).
(45 MINS)	
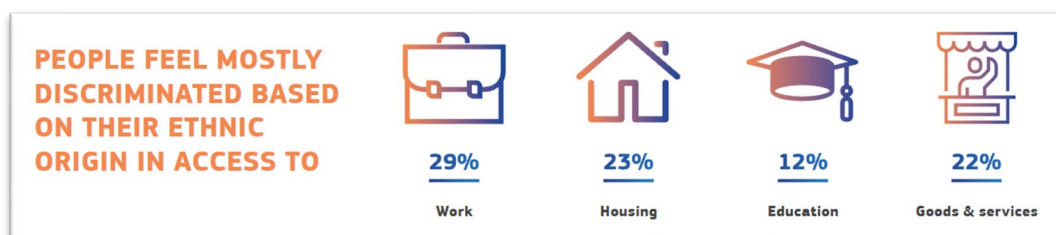
_https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/combatting-discrimination/racism-and-xenophobia/eu-anti-racism-action-plan-2020-2025_en_

ACTIVITY 5: Now it's time to present your infographic to the rest of the class. Each presenting team will receive oral feedback from the other teams through the THREE STARS AND ONE WISH thinking routine (i.e. THREE things we like about their proposal; ONE thing they should perhaps reconsider or change).

(15 MINS)

PUBLISH

ACTIVITY 6: Drawing on the feedback you have received from your classmates and lecturer, use, if you wish, your Instagram account to post the final version of your infographic. You must also include a catchy and informative caption describing, for example, the context in which the infographic was created and encouraging other young people to take the actions or measures outlined.

Username

0 likes

Add a comment...

USEFUL REFERENCES
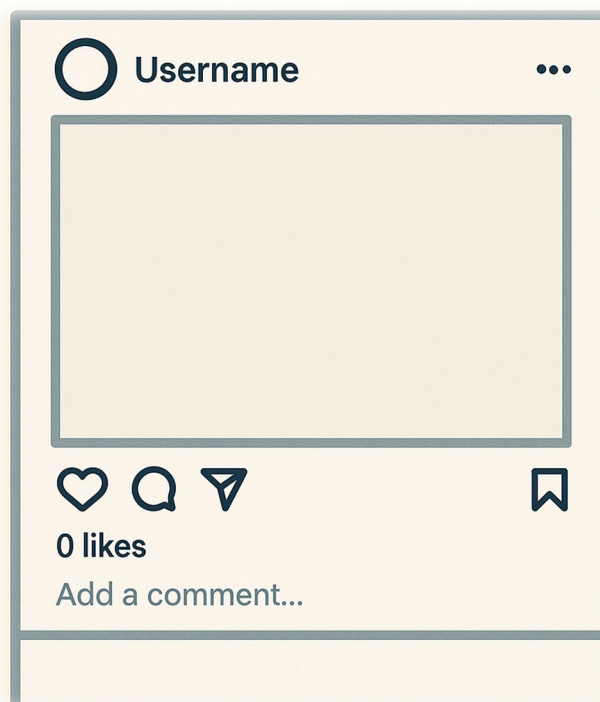
- European Commission. (2024). *Report on the implementation of EU anti-racism action plan 2020-2025 and on national action plans against racism and discrimination*. Publications Office of the European Union.
- European Commission. (2020). *A Union of equality: EU anti-racism action plan 2020-2025.* Publications Office of the European Union.

TEACHER'S NOTES
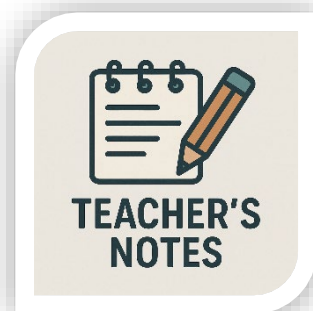
ANSWER KEY

SESSION 1: ACTIVITY 3

Possible answers
(1) Geographical origin.
(2) Immigrant accent with job-related consequences.
(3) Competition for economic resources between privileged and underprivileged groups.
(4) Geographical origin.
(5) Geographical origin and stereotype/generalisation based upon historical and sociocultural frames.
(6) Competition for economic resources between privileged and underprivileged groups.
(7) Competition for economic resources between privileged and underprivileged groups.
(8) Stereotype or attitude based on an inaccurate generalisation.
(9) Ethnic hierarchies.
(10) Stereotypes (generalisations).
(11) Competition for economic resources between privileged and underprivileged groups.

SESSION 2: ACTIVITY 4

Possible answers
(1) Exclusion based on reasons related to geographical origin, language, and several other aspects of this person's identity.
(2) Exclusion based on reasons related to geographical origin and gender (negative stereotypes linked to Eastern European countries).
(3) Exclusion based on reasons related to geographical origin and gender (negative stereotypes linked to Eastern European countries).
(4) Positive discrimination and positive stereotypes towards migrants from particular privileged countries (e.g. France).
(5) Exclusion based on reasons related to a person's accent and geographical origin (first vs. second-class countries and accents).
(6) Exclusion based on reasons related to a person's geographical origin and culture (negative stereotypes linked to Eastern European countries).
(7) Exclusion based on economy- and work-related prejudices and stereotypes.
(8) Occasional discrimination episodes based on many possible reasons (geographical origin, physical appearance, etc.).

(9) Generalised discrimination and xenophobia towards citizens from particular Eastern European countries.

TEACHING RECOMMENDATIONS

None.

ADDITIONAL ACTIVITIES

(10 MINS) | **ADDITIONAL ACTIVITY 1: Could all the ideas you have generated be subsumed under broad semantic groups or categories? Look at all your ideas and complete the following mind map, trying to narrow them down to just four broad macro-categories.**

(5 MINS)	**ADDITIONAL ACTIVITY 2: What do you think is most painful, being rejected or ignored? Have you ever felt rejected or ignored? Discuss these questions with your shoulder partner.**

(10 MINS)	**ADDITIONAL ACTIVITY 3: Janks (1993, p. 12) explains power differences between social groups through the metaphor of the *top dogs* and the *underdogs*. The former applies to dominant groups, whilst the latter denotes social groups who are subordinate or oppressed for various reasons. Think about your own experience(s) and discuss the questions below with your shoulder partner.**

Source: Janks (1993, p. 12)

1. **Given that we all have many different identities, in which of your identities do you feel like a 'top dog'?**
2. **In which identities do you feel like an 'underdog'?**
3. **Have you witnessed any situation(s) not affecting yourself involving this power imbalance between 'top dogs' and 'underdogs'?**

THE FOM@PLAY TEACHING-LEARNING MATERIALS FOR EDUCATING UNIVERSITY STUDENTS IN EUROPEAN VALUES AND CITIZENSHIP

Materials developed by:

**Miguel-Ángel Benítez-Castro[1]; Esther Edo-Agustín[1]; Jennifer Moreno[1];
Ana-Cristina Vivas-Peraza[1]; Teresa Barea-García[1];
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The FOM@Play Teaching-Learning Materials for Educating University Students in European Values and Citizenship

ENGLISH VERSION

MODULE 1: EUROPEAN CITIZENSHIP AND FREEDOM OF MOVEMENT

MODULE 2: EUROPEAN CITIZENSHIP AND IDENTITY

MODULE 3: EUROPEAN CITIZENSHIP AND SOCIAL EXCLUSION

MODULE 4: EUROPEAN CITIZENSHIP AND INCLUSION

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LEARNING OUTCOMES

By the end of this module:

- You will be able to identify and reflect on your prior knowledge, impressions, and biases regarding migrant inclusion, analysing how these influence the construction of European identity and belonging in contexts of mobility.

- You will be able to understand and explain the principles of the European Union's *Action Plan on Integration and Inclusion*, identifying the challenges and difficulties its implementation may pose in various contexts.

- You will be able to develop critical argumentation skills by analysing discourses and policies on inclusion in Europe, and by designing a public awareness campaign that promotes the integration of intra-European migrants.

SESSION 1:
FIRST STEPS TOWARDS INCLUSION

LEARNING OBJECTIVES

In this session:

- You will explore prior conceptions, impressions, and biases related to different ways of understanding inclusion in a migratory context.
- You will reflect on how European identity and belonging are constructed in contexts of mobility within Europe.
- You will analyse the role of active participation by migrant communities in inclusion policies.

ACTIVATION

(7 MINS)

ACTIVITY 1: We are going to explore concepts related to inclusion in Europe from the perspective of migration. Without looking for exact definitions, generate, individually, one association for each of the concepts outlined below, for which you may base on a personal experience. Your association may take the form of a phrase, an emotion, a mental image, or a real-life situation. Complete the following table with your ideas:

Assimilation	
Equality	
Equity	
Integration	
Adaptation	

	For *Recommendations* on the implementation of this activity, refer to the *Teacher's Notes* at the end of the entire module.

	ACTIVITY 2: Share your associations from the previous activity out loud with the rest of the class, and identify any repeated associations, contrasts, or contradictions.
(6 MINS)	

	For *Recommendations* on this activity, refer to the *Teacher's Notes* at the end of the entire module.

INPUT

	ACTIVITY 3: In small groups, organised by the teacher, and after analysing your classmates' responses, read the following definitions and discuss the questions provided below.
(7 MINS)	

- *Integration* is the process by which individuals or groups from different cultures become part of a new society without completely losing their original cultural identity (Berry, 1997).
- *Assimilation* is the process through which an individual or minority group fully adopts the dominant culture, gradually losing the traits of their original culture (Gordon, 1964). In other words, integration implies the coexistence of cultures, whereas assimilation involves the replacement of one culture by another.
- *Equity* means recognising the differences and structural disadvantages faced by migrants and establishing differentiated measures to ensure their fair access to rights, opportunities, and services, according to their specific needs (Fraser, 2008; IOM, 2021).
- In the migration context, *equality* refers to equal treatment under the law and non-discriminatory access to rights, opportunities, and services, regardless of origin, nationality, or migration status (OHCHR, 2014).

Key difference between *equity* and *equality*: *Equality* means treating everyone the same, without distinction, whereas *equity* means treating each person according to their circumstances to achieve fair outcomes.

- *Inclusion* is the process through which migrants become part of the social, cultural, economic, and political life of the host community (Ager & Strang, 2010).
- *Adaptation* is the process by which migrants develop the skills, behaviours, and strategies needed to interact and function in a new society. It is understood as a long-term process, which may or may not be positive, and therefore does not always lead to successful adjustment (Berry, 1997; 2005).

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1. Which concept do you find most understandable? Which one is the least understandable?
2. Are there any words that, in your view, may carry negative connotations?
3. Do you find any overlaps between these concepts?

For *Recommendations* on this activity, refer to the *Teacher's Notes* at the end of the entire module.

(12 MINS) | **ACTIVITY 4:** In this activity, you will work in groups to analyse a situation. Choose a situation per group to work on the questions outlined below. In brackets, you will find some of the concepts presented so far. You can use them to guide your responses. However, you are not limited to these concepts, as other interpretations are possible.

1. Which concepts from the previous activity (in brackets) can you identify in the situation you are working on?
2. Justify your answer by referencing the concepts reviewed in Activity 3. What are your perceptions of inclusion? Do you perceive it as real, partial, or nonexistent?

Situation 1: A Portuguese worker in the Netherlands receives the same salary as her local colleagues, but the work environment is in Dutch, and materials are offered in English and Portuguese. (Adaptation? Equity? Inclusion?)

Situation 2: A Polish student in Italy cannot obtain a scholarship because he does not have Italian nationality. (Equality? Equity?)

Situation 3: A young French person in Germany can vote in municipal elections but cannot participate in local political activities without permanent residence. (Equity? Equality?)

Situation 4: A Romanian family in Austria feels compelled to 'hide' their language in public to be accepted by the neighborhood. (Assimilation? Inclusion?)

Situation 5: A Spanish doctor in Sweden manages to validate his degree after a long and costly process. (Integration? Forced adaptation?)

(8 MINS) | **ACTIVITY 5:** Share your results and discuss the following questions with the whole class. Read the knowledge pill below to support your arguments.

1. Which situations do you think are the fairest?
2. Do you think culture, language, or economic status play any role?

- **In an assimilationist model (*assimilation*), a migrant person would be expected to stop speaking their native language and exclusively adopt the language of the host country (Park, 1928).**
- **In an integrative model (*integration*), the emphasis would be on encouraging that person to learn the host country's language without abandoning their own, allowing both cultures to coexist and enrich each other (Foblets and Loones, 2006).**
- **In the migration context, *equity* is considered a more effective and just principle than mere formal equality, as it allows for recognising real differences and adjusting public policies to respond to the specific needs of migrant individuals (Kymlicka, 1995; Fraser, 1997; Ager and Strang, 2010).**

(5 MINS)	**ACTIVITY 6: Watch this video. Take individual notes on the aspects related to integration and inclusion in Europe.**

	For *Resources* for this activity, refer to the *Teacher's Notes* at the end of the entire module.

(15 MINS)	**ACTIVITY 7: In small groups organised by the teacher, answer the following questions using the notes you took while watching the video.**

1. **What do you think the EU understands by *inclusion* and *integration*?**
2. **What role does the EU play in promoting inclusion and integration?**
3. **What can be done at the local level to ensure or promote inclusion and integration? Think of an example.**

(15 MINS)	**ACTIVITY 8: Write, together with your group, a brief reflection that includes 3 ideas (maximum 100-120 words) on how to promote the effective inclusion of migrants in the European context in different fields (e.g. social context, educational context, etc.).**

(5 MINS)

ACTIVITY 9: Discuss your reflections with the rest of your classmates. You may want to refer to the knowledge pill below to support your ideas.

- **Ager and Strang (2010) emphasise that *integration* should be understood as a multidimensional process, which includes structural aspects (employment, housing, education), social aspects (networks and connections), and symbolic aspects (sense of belonging and recognition). Foblets & Loones (2006) also highlight that *integration* involves inclusive citizenship, where migrants participate on equal terms without having to abandon their cultural identity.**
- **In many European cities, migrant women's associations organise community workshops, awareness campaigns, and intercultural educational projects. According to Vertovec (2007), these forms of participation are an expression of 'superdiversity' that characterises contemporary societies, where migrants are not passive actors, but agents with their own voices who transform the public space. Kymlicka (1995) argues that cultural groups have the right to participate in public life with their own structures, which strengthens both their autonomy and the overall social cohesion.**
- **The construction of an inclusive European identity must go beyond a homogeneous vision based on unique values or a shared history. It should be based on the active coexistence of multiple identities, recognising migrants as a constitutive part of Europe's present and future. Balibar (2003) argued that Europe can only have a legitimate identity if it is built on equal and plural citizenship, overcoming both exclusionary logics and closed nationalisms. Foblets and Loones (2006) also propose that the European project should be linked to postnational citizenship, where belonging depends not on ethnic or national origin, but on civic commitment and participation.**
- **In this sense, *inclusion* and *integration* are not only social mechanisms but also fundamental pillars for building a diverse, democratic, and cohesive Europe.**

EXIT TICKET
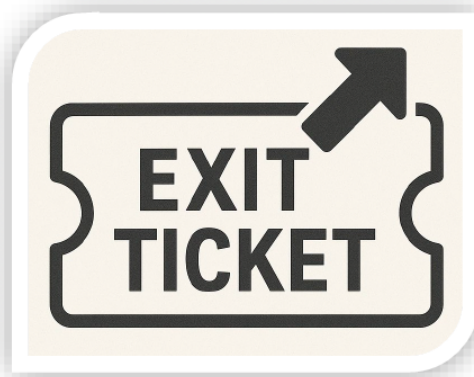
ACTIVITY 10: Complete, individually, the following sentence. You can do so with an action, a critical reflection, an emotion, or a utopia. Share these sentences with the rest of your classmates following the teacher's instructions.

(10 MINS)

"Before, I thought inclusion was... Now I think it is..."

USEFUL
REFERENCES

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- Vertovec, S. (2007). Super-diversity and its implications. *Ethnic and racial studies*, *30*(6), 1024-1054.

SESSION 2:
VOICES FOR INCLUSION

LEARNING OBJECTIVES

In this session:

- You will understand the principles of the European Union's *Integration and Inclusion Plan*.
- You will identify the challenges that the application of the EU's *Integration and Inclusion Plan* may pose in different contexts.
- You will use the concepts reviewed in the previous session (inclusion, integration, equity, adaptation, etc.) as analytical tools to explore excerpts from FOM@Play interviews.

ACTIVATION

(5 MINS)	**ACTIVITY 1: In pairs, look at the following images. Complete the following table, using the technique 'WHAT I SEE, WHAT I THINK, WHAT I WONDER' and observe the different ways in which integration between groups and populations is shown in them.**

👁	WHAT I SEE	WHAT I THINK	WHAT I WONDER
🧠❓			

Image 1	Image 2
Retrieved from: https://www.seh.ox.ac.uk/blog/melting-pots-salad-bowls-and-kaleidoscopes-unpacking-metaphors-for-multiculturalism	Retrieved from: https://cafebabel.com/en/article/melting-pot-or-salad-bowl-5ae0062df723b35a145e058c/index.html
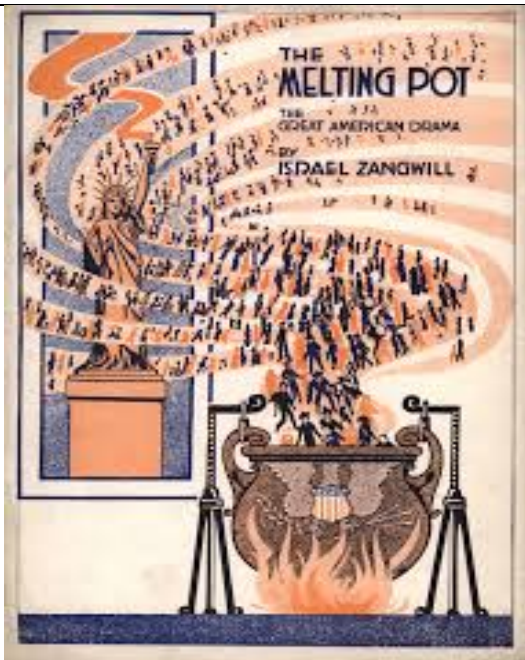
⏰ **(5 MINS)** | **ACTIVITY 2 In pairs, read the explanations of each of the metaphors represented in the images, corresponding to "The Melting Pot" (Image 1) and "The Salad Bowl" (Image 2). Discuss the differences you perceive between the two concepts.**

Image 1: "The Melting Pot"	*Image 2: "The Salad Bowl"*
Retrieved from: https://www.seh.ox.ac.uk/blog/melting-pots-salad-bowls-and-kaleidoscopes-unpacking-metaphors-for-multiculturalism	*Retrieved from: https://cafebabel.com/en/article/melting-pot-or-salad-bowl-5ae0062df723b35a145e058c/index.htm*
An English expression coined by Israel Zangwill in his 1908 play The Melting Pot, which has since been used to describe the unique form of assimilation of immigration in the United States. The expression is based on the idea of creating a new ethnic or cultural group.	*This American concept of the "Salad Bowl" suggests that the integration of different cultures occurs like in a salad, where the diverse cultures are juxtaposed, like the ingredients in a salad, but do not merge into a single, homogeneous culture.*

INPUT

(20 MINS)	**ACTIVITY 3:** In this activity, you will work with some extracts from interviews conducted with European Union citizens living in a country of the European Union other than their country of origin. These interviews are part of the FOM@Play project. Read, in groups, the following excerpts and try to answer the questions below. You can refer to the knowledge pill on 'acculturation' below.

1. How is inclusion referred to in the following excerpts?
2. Is there any other aspect of these experiences that may have something to do with inclusion that you find interesting?

1	*The only drawback is the issue of multilingualism. English itself promotes this integration, although there are still some ideological, political, and also religious barriers. (Polish male citizen living in Spain)*
2	*Spain is a very open country that highly values everything related to the European Union. (German male citizen living in Spain)*
3	*Integration is quite easy for French, English, Scots, Irish, and even people from Scandinavia, because they speak English quite well and quickly find work as teachers. (German male citizen living in Spain)*
4	*Since you come from a Catholic background, it was easier for me, because you go to mass and can participate in things like volunteering, mass, or the choir. (Irish male citizen living in Spain)*
5	*In Spain, everyone touches you and pushes you when they talk to you. It has been difficult to assimilate and get used to it. (Italian male citizen living in Spain)*
6	*I don't know if it's the country's values or the rural environment, but being open and having a sense of community helped me. For me, there's a greater sense of community here. (Irish male citizen living in Spain)*
7	*How can I not adapt? We are Orthodox, and Orthodox and Catholics are like brothers. Look, obviously, I'm not Spanish, but Spain is my home. I never think about going back to Romania, but I'm not Spanish either. (Romanian female citizen living in Spain)*

8	*I have met very good people, but maybe it's because I'm someone who adapts to everything. And when you adapt to the situation, I think it makes life easier. Because if you keep thinking about your country, your culture, your food... No, you came here and you adapt. I am from Romania and from here. Because the country or the people won't adapt to me. I am the one who needs to adapt. I have a principle: if you don't adapt, you're going to complicate your life. (Romanian female citizen living in Spain)*
9	*The value I've found most similar and easy to assimilate is the value of family compared to Northern European countries. (Italian male citizen living in Spain)*
10	*Adaptation would be much easier if there were a whole process to help you be legal or at least have the right to go to the doctor, to have a number to open a bank account. (Portuguese male citizen living in Spain)*

The process by which individuals adapt and integrate elements of a culture different from their own is known as *acculturation*. External causes that have traditionally favoured this phenomenon include colonization and migration; in this case, we focus on the latter. The theory of acculturation (e.g., Berry 2005, Van Der Zee & Jan Pieter Van Oudenhoven 2022) focuses on the cultural change processes that occur when groups of people come into direct and continuous contact with other cultures. This process involves the adaptation, assimilation, or selection of cultural elements from other societies and can be of two types:

- *Assimilation*: A group completely adopts the culture of another group, leaving behind its own customs.

- *Adaptation*: A group gradually adapts to the new culture without fully losing its own cultural characteristics. However, adaptation may or may not be positive, so it does not always result in a successful adaptation (Berry, 2005).

Acculturation can have various consequences, including:

- *Destruction*: In some cases, acculturation may lead to the loss of certain features of an original culture.

- *Resistance:* A group may actively and voluntarily resist adopting certain cultural elements from another group, preserving its own traditions.

- *Imposition:* Acculturation can be imposed by a dominant group on another, understood as a form of carrying out the acculturation process.

- Threat: If acculturation is too intense, it can, unintentionally, create a perception of threat to the identity and survival of a group.

In today's modern society, technological advances allow immigrants to maintain almost unlimited connections with their culture of origin, which leads to transnational identities that must be recognized and valued in current inclusion policies (Houtkamp, 2015). Additionally, a more dynamic approach to acculturation is proposed, involving the mutual relationship and influence of migrants and local citizens, and perceiving this process as more individual (micro-level process). (Van der Zee & Van Oudenhoven, 2022; Echevarría and Finotelli, 2024).

For more extracts to expand on this activity, refer to *Additional activities* in the *Teacher's Notes* at the end of the module.

ACTIVITY 4: Each group will work on one of the topics listed below, included in the European Commission's *2021-2027 Action Plan on Integration and Inclusion.* Read the summary related to your topic, provided by the lecturer (Appendix I), and:

(25 MINS)

1. Summarise the measures and identify the concepts we have covered in the previous activities.
2. Discuss the challenges that the implementation of these measures might pose.

The European Commission's 2021-2027 Action Plan on Integration and Inclusion was created as part of the new Pact on Migration and Asylum and the commitment to promote the European way of life. It was developed after extensive public consultation and with the direct participation of migrants. It replaces the 2016 plan and is developed alongside other social inclusion strategies. Its design is based on empirical evidence and aims to foster integration in education, employment, health, and housing.

TOPIC 1	*Education and early inclusion*
TOPIC 2	*Employment and work integration*
TOPIC 3	*Access to basic services*
TOPIC 4	*Active participation and belonging*

	For *the Resources required for this activity, refer to the Teacher's* Notes at the end of the module (Appendix I).

	ACTIVITY 5: In this activity, work in the same groups, connecting what you have read about the Action Plan with new FOM@Play interview excerpts assigned by the lecturer on the basis of the topic you have worked on previously. Answer the following questions:
(15 MINS)	

1. To what extent would the Action Plan have helped the interviewees in these excerpts?
2. What elements of the Action Plan do you think are not being applied?
3. Who is responsible for ensuring that these measures are actually implemented (EU, national governments, society, etc.)?

TOPIC 1 **Education and early inclusion**	**(1) Spaniards tend to think that immigrants are not interested in the history of Spain. (Italian male citizen living in Spain)**
	(2) Regarding education and schooling, it wasn't difficult; they just enrolled me, and I had no problem. (Romanian female citizen living in Spain)
	(3) When I came to Spain, I joined the Red Cross and took Spanish classes, and that made my adaptation easier. Learning the language better and interacting with other people was a big step forward. (Irish male citizen living in Spain)
TOPIC 2 **Employment and work integration**	**(4) It's difficult for a Romanian to become a doctor here. I think they have in their minds that if we're from Romania, we're only good for cleaning, construction, or jobs like that. (Romanian male citizen living in Spain)**
	(5) At an administrative and cultural level, integration would be important, not just the absence of racism, or the ability to go have a beer at a bar. (Italian male citizen living in Spain)

	(6) I brought a professional profile that was lacking here, someone fluent in English with a PhD and the ability to work at the university. I've been very lucky because I've been able to integrate into university life. (German female citizen living in Spain)
TOPIC 3 **Access to basic services**	*(7) There are immigrants who only come here to take advantage of certain services without giving anything in return. (German female citizen living in Spain)*
	(8) I understand that in Europe I or we all have rights to everything, to education, healthcare, work, and equality. (Romanian female citizen living in Spain)
	(9) If someone is accepted as a resident, it makes sense that they should also have the same rights as others, the rights that everyone has; it should be the same for everyone. (German female citizen living in Spain)
TOPIC 4 **Active participation and belonging**	*(10) We have been living in this village for many years, and for many years I have participated in a community project where all the nationalities of the village would gather. (Irish male citizen living in Spain)*
	(11) I've also contributed my part, I've always integrated. Since I've been here, I've tried to make contact with Spaniards, get involved in the activities here. (Estonian female citizen living in Spain)
	(12) Through the classes, the students immediately spoke to me, asked me where I was from, invited me out. They invited me to Spanish literature discussions, and then I made friends right away. It was the people who integrated me. My flatmate also introduced me to his friends, and that's how it happened, it was very, very easy. (German male citizen living in Spain)

(15 MINS)	**ACTIVITY 6:** In groups, share your answers from the previous activities (activities 4 and 5) with the rest of your classmates orally in three minutes, briefly summarizing the section of the Action Plan you worked on and then related to the FOM@Play interviews. Then, together, vote by a show of hands to decide which area of the Action Plan is the most important one to achieve real inclusion.

EXIT TICKET

(5 MINS)	**ACTIVITY 7: Complete, individually, the following sentence. You can complete it with an action, a critical reflection, an emotion, or a utopia. Share your sentences with the rest of your classmates using a digital tool (https://www.slido.com/).**

"As a European citizen, in order to be more inclusive with immigrants, I should…"

USEFUL REFERENCES

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SESSION 3:
INCLUSION IN EUROPE:
UTOPIA OR REALITY?

LEARNING OBJECTIVES

In this session:

- You will critically analyse the concept of *inclusion* in the European context.
- You will reflect on the discourses and policies that promote or hinder the integration of intra-European migrants.
- You will develop skills in argumentation, active listening, and critical thinking with reference to the topic discussed.

ACTIVATION

(10 MINS) | **ACTIVITY 1:** For this activity, you will use green and red flags provided by the teacher in order to express agreement or disagreement on the following statements on inclusion. Put up your green flag if you agree with the statement. On the contrary, show your red flag if you do not agree. Justify your choice in an open discussion with the rest of your classmates.

Inclusion in Europe should depend on migrants' level of education or language skills.

Our local identity is at risk if inclusion is made too easy.
Migrants must fully adapt to the culture of the host country.
Multiculturalism enriches national unity
Inclusive policies are too expensive for taxpayers.

(60 MINS)	**ACTIVITY 2: Debate. Is Inclusion in Europe real?**

POSITION 1 (P1): INCLUSION IN EUROPE IS REAL

POSITION 2 (P2): INCLUSION IN EUROPE IS NOT REAL; THERE IS STILL MUCH TO BE DONE.

- **For this activity, you will be divided into two teams. Each team will defend only one of the two positions.**
- **You will need to share and discuss the ideas or arguments related to the position defended by your team.**
- **Each team member could specialize in a particular aspect of their position (e.g., inclusion in education, in the labor market, in social services, and in the community).**
- **You will have 20 minutes to prepare your position, using the resources examined in previous sessions. During this preparation time, each team will need to agree on three solid reasons or arguments to use during the debate.**
- **The 'formal' debate will last for 32 minutes. The debate will include the stages indicated in the table below. You are expected to choose a different spokesperson for each stage.**

1. Introduction P1 (3 MINUTES)   *Present your position and your three key ideas*
2. Introduction P2 (3 MINUTES)   *Present your position and your three key ideas*
3. Argumentation P1 (5 MINUTES)   *Develop two of your arguments with evidence, information and examples. Refute some of the opposing points by posing questions*
4. Argumentation P2 (5 MINUTES)   *Develop two of your arguments with evidence, information and examples. Refute some of the opposing points by posing questions*
5. Rebuttal speech in favour of P1 (5 MINUTES)   *Present the third argument, refute the opponent's arguments presented in their argumentation, and respond to the questions that have been asked. Defend your own case against the attacks made during the questions. Clarify any misunderstandings or misrepresentations. Begin to show why your side should win the debate.*
6. Rebuttal speech in favour of P2 (5 MINUTES)   *Present the third argument, refute the opponent's arguments presented in their argumentation, and respond to the questions that have been asked. Defend your own case against the attacks made during the questions. Clarify any misunderstandings or misrepresentations. Begin to show why your side should win the debate.*
7. Closing speech by P1 team (3 MINUTES)   *Summarize the three main lines and end with a creative sentence that encapsulates the discourse. This is not the time to refute or introduce new information.*
8. Closing speech by P2 team (3 MINUTES)   *Summarize the three main lines and end with a creative sentence that encapsulates the discourse. This is not the time to refute or introduce new information.*

- **After the debate, exchange your opinions aloud, involving the teacher, on which of the arguments presented and discussed best reflect the state of inclusion in Europe (8 minutes).**

INPUT

![clock] (12 MINS)	**ACTIVITY 3:** Based on the ideas shared during the debate, read the following excerpts and draw a conclusion, completing the following headline, about how inclusion is reflected in each extract.

HEADLINE	

1	*Europe has made significant progress in promoting inclusion. European citizens can move freely, access labor rights, education, and healthcare. Programs like Erasmus+ or the Action Plan for Integration demonstrate our commitment to equity and diversity.*
2	*I came from Romania to France with a work contract. Legally, I had the same rights. But at work, I was given heavier tasks, mocked for my accent, and felt like I had to prove that I deserved to be there. I never felt part of the team.*
3	*The discourse of integration often hides demands for assimilation. Instead of accepting cultural diversity as a value, migrants are expected to adapt to the dominant national model. This reproduces invisible inequalities and generates exclusion.*
4	*When I arrived in the Netherlands from Spain, I joined a multicultural neighborhood association. There, I learned Dutch, understood my rights,*

FOM@play
Freedom of movement
discourses

| | *and participated in local projects. It made me feel part of the community, beyond work or paperwork.* |

(Source: Own elaboration)

| | For possible Answers for this activity, refer to the *Answer Key* in the *Teacher's Notes* at the end of the module. |

| **(8 MINS)** | **ACTIVITY 4: Make a brief reflection, individually, with a maximum of 50 words, on the following statement:** |
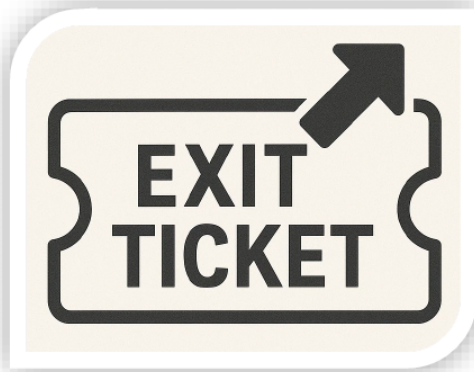
Are European institutions the only ones responsible for facilitating the inclusion of their citizens, or do we also have an active role, on an individual level, in promoting real inclusion?

- Moncalvillo, S. & López, C. (2018). Manual de debate. Guía para realizar un debate académico en el aula. Servicio de Planes y Programas Educativos de la Consejería de Educación de la Junta de Andalucía. https://www.juntadeandalucia.es/educacion/portals/delegate/content/0b87e7f5-f5b3-4231-abfa-7741398912c1
- Ríos-Jiménez, A., Guijarro, B. M., García-Jiménez, M., & Pérez-García, P. (2021). El debate académico como estrategia metodológica alternativa a la presencialidad para los Seminarios de Prácticum. In *XVI Symposium Internacional sobre el Prácticum y las prácticas externas: "Prácticas externas virtuales versus presenciales: transformando los retos en oportunidades para la innovación."* (pp. 527-545).

SESSION 4:
PROMOTING INCLUSIVE CAMPAIGNS

LEARNING OBJECTIVES

In this session:

- You will reflect on intra-European migration processes and their social, cultural, and political implications.
- You will develop communicative and creative skills aimed at designing awareness-raising campaigns with an inclusive and intercultural approach.
- You will engage in initiatives that highlight and value diversity within the European context.

ACTIVATION

(10 MINS)

ACTIVITY 1: The images below feature messages used in advertising and political campaigns or protests against immigration. Observe each image and, with your shoulder partner, analyse what elements are used to manipulate public opinion in each case. Take notes on the language used, as well as the colours and images, using the following template:

Language use What linguistic strategies are used?	
Visual elements What colours are used? Which social actors are presented? How are they represented? How do the images contribute to the construction of the message?	

Translation: "An unaccompanied foreign minor gets 4,700 € / month. Your retired grandma gets 426€ /month."
Image 1. Advertising campaign image from VOX in Madrid. Retrieved from:
https://www.eldiario.es/madrid/vox-coloca-publicidad-electoral-estacion-sol_1_7840154.html

Translation: "What Europe do you want? We are clear on that."
Image 2. Advertising campaign image from VOX. Retrieved from:
https://x.com/vox_guipuzcoa/status/1797565920971256228

Translation: Say 'no' to invasion.
Image 3. Retrieved from: https://www.france24.com/es/20181119-tijuana-xenofobia-caravana-migrante

Translation: "Criminals in your neighbourhood? We can fly them back home!"
Image 4. Advertising campaign image from VOX. Retrieved from:
https://www.larazon.es/cataluna/campana-vox-cataluna-inmigrantes-ilegales-nosotros-tenemos-billete-vuelta_20240409661588915e1b1f000138aa53.html

	For _Recommendations_ on this activity, refer to the _Teacher's Notes_ at the end of the entire module.

⏱️ *(10 MINS)*	**ACTIVITY 2:** The teacher will now project other images with messages used in demonstrations in favour of immigration. In pairs, observe the differences in the language used compared to the messages analysed earlier and share your impressions aloud with the rest of your classmates using the THINK-PAIR-SHARE technique to answer the following questions:

1. Which images do you think that may have a greater impact?
2. What differences do you see between these images and the ones analysed in the previous activity in terms of language and visual elements?

Translation: "Say no to immigration law. Solidarity is universal".
Image 1. EFE. Retrieved from: https://quepasamedia.com/noticias/francia-decenas-de-miles-de-personas-en-las-manifestaciones-contra-la-ley-de-inmigracion/

Translation: "No human being is illegal"
Image 2. El País. Retrieved from:
https://elpais.com/ccaa/2019/12/08/madrid/1575806325_637922.html

Translation: "Migration is not a crime. A criminal is a government repressing migrants"
Image 3. Euronews. Retrieved from: https://www.elciudadano.com/latinoamerica/migrantes-se-manifiestan-en-el-centro-de-cdmx/12/18/

Image 4. Daily Chela. Retrieved from: https://www.thedailychela.com/p/immigrants-make-america-great

INPUT

(55 MINS)	**ACTIVITY 3:** In this activity, you will need to create your own campaign to promote inclusion in Europe in terms of migration, as a counternarrative to the images analysed in the previous activities. To do this, you will work in small groups, assigned by the lecturer, to create a poster, using digital tools such as Canva, among many others, that reflects the values of the European Union regarding the integration and inclusion of immigrants. Your poster will be addressed to young Europeans, aged between 18 and 30. You will work with popular phrases that represent non-inclusive values. You must choose one of the following phrases and rephrase it to have a positive impact on your audience. In the design of your poster, you will need to include not only the rephrased phrase but also visual elements that reinforce the message (paying attention to colours, typography, etc.).

Immigrants only come to take advantage of the system.
Immigrants come to take our jobs.
Immigrants don't want to integrate.
Migrants only bring problems.
If they come here, they should speak our language or leave.
All those who cross the border are illegal.
Migrants don't respect our customs.
I'm not racist, but all immigrants always cause problems.
Whenever there's a crime, it's sure to be a foreigner.
They come in masses, so they are a threat.
If you like them so much, take them into your home.
Letting immigrants in causes a pull effect.
I have nothing against them, but Spaniards first.

FOM@play
Freedom of movement
discourses

PUBLISH

 (15 MINS)	**ACTIVITY 4**: Once you have created your posters, each group will present their campaign to the rest of the class in two minutes. Then, discuss the visual impact by analysing how the chosen images and colours contribute to conveying the message of inclusion. Also, evaluate the effectiveness of the message, considering whether it is clear and perceived as inclusive. After sharing your creations with your classmates, if you wish, post your results on your Instagram account.

TEACHER'S NOTES
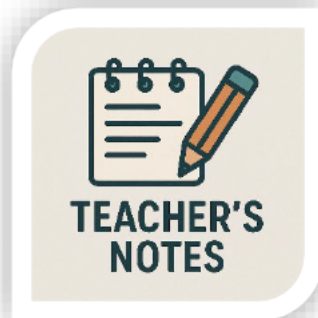
ANSWER KEY

SESSION 3 – ACTIVITY 2

● *Fragment 1. Possible conclusion: Inclusion in Europe is a progressing reality.*
● *Fragment 2. Possible conclusion: Formal inclusion does not guarantee real inclusion.*
● *Fragment 3. Possible conclusion: Inclusion requires mutual transformation, not just migrant adaptation.*
● *Fragment 4. Possible conclusion: Active participation fosters real inclusion.*

RECOMMENDATIONS/ RESOURCES FOR THE TEACHER

SESSION 1 – ACTIVITY 1

It is likely that we will see confusion between the concepts of integration and assimilation, that diversity within Europe will not be taken into account, or that equity will be confused with equality. It is also likely that adaptation will be perceived as something unilateral (migrant adapting), rather than mutual. In those cases, we would need to clarify these concepts with the help of the knowledge pill provided in activity 3 of the same session.

SESSION 1 – ACTIVITY 2

This activity can help students see that inclusion is not just a matter of legal rights, but perhaps the examples will help them better distinguish between integration (reciprocal) and assimilation (unilateral), and even view equity as a key element in contrast to formal equality.

SESSION 1 – ACTIVITY 6

Link to the video: https://www.youtube.com/watch?v=IClNtjDRQJc

SESSION 2 – ACTIVITY 4
See Appendix I

SESSION 4 – ACTIVITY 1

The term 'cognitive greed' comes from social psychology and refers to the tendency of people to save mental effort by resorting to shortcuts or mental schemas (such as stereotypes or prejudices) rather than analysing information in a deep and precise manner. When it comes to prejudice toward migrants, cognitive misers make quick and simplified judgments, prioritizing cognitive efficiency over accuracy or fairness. If you would like more information about 'cognitive greed' and opinion biases, you can expand your knowledge using the following references:

- Fiske, S. T., & Taylor, S. E. (2020). Social Cognition evolves: Illustrations from our work on Intergroup Bias and on Healthy Adaptation. *Psicothema, 32*(3), 291.
- Kahneman, D. (2011). Fast and slow thinking. Allen Lane and Penguin Books, New York.

ADDITIONAL ACTIVITIES

SESSION 2 – ACTIVITY 3

Some additional excerpts from the FOM@Play interviews are provided in case the teacher wants to expand the activity or work with other examples:

- *I've almost never had a name; I've almost always been the Italian. (Italian woman in Spain)*
- *Speaking has been the biggest challenge, but it helped that I came with two years of language from my degree; so I spoke Spanish at a B1 level. (Estonian woman in Spain*
- *I'm very included in Murcia, Spain, but I'm proud to say that I'm Italian. (Italian woman in Spain)*
- *Hugging everyone, giving two kisses to everyone, this still takes some time; going straight to using informal 'tú' with everyone, when in my language there's a fairly rigid difference between 'usted' and 'tú', between formal and informal address, it's quite difficult to get used to. (Polish man in Spain)*
- *People are more comfortable when there's assimilation. It's understandable that in a country that already has its history, traditions, culture, rules, and everything else, we always want to respect other cultures, but you have to start by respecting your own culture. (Irish man in Spain)*
- *I don't want to lose my Italian accent. (Italian man in Spain)*

- *German politeness is different from Spanish politeness, and it was difficult to adapt. Especially because, as a migrant, you have to understand it because there's never a clear 'yes' or 'no', there's always another twist. (German man in Spain)*
- *I came here and adapted to the culture, I adapted to everything here. (Romanian man in Spain)*
- *Depends on where you come from, you know you have to adapt in every country to the jobs no one wants, and it's not easy. You have to start from the bottom. (Romanian woman in Spain)*
- *I feel good, I feel comfortable, at work too, they treat you well at work, and if they treat you well, it's not just that you do well, you like to do it perfectly. (Romanian woman in Spain)*
- *I think it also depends on the migrant. Not knowing Spanish culture thoroughly, not knowing why things are done like, for example, a party on a certain day, makes it hard to integrate. (Italian man in Spain)*
- *Regarding first and second-generation immigration, my impression is that people are more accepted when they assimilate into the country. Spaniards are affectionate, like in Ireland, and since you come from a Catholic background, it was easier for me. (Irish man in Spain)*
- *When people live in another country and try to create their little bubble, the one they bring from their homeland, there's no integration with the environment, and that's negative because in the end, it doesn't allow you to enjoy all the advantages of cultural exchange and dialogue. (Estonian woman in Spain)*

Appendix I

MODULE 4: EUROPEAN CITIZENSHIP AND INCLUSION

This action plan defines measures to intensify actions and bring together stakeholders at all levels in a common effort to achieve integration and inclusion and, ultimately, to build more cohesive and inclusive societies for all. Building on the achievements made with the 2016 Action Plan for the integration of third-country nationals, this action plan proposes new and broader measures that enable the EU and Member States to deliver maximum added value and have a greater impact. These actions complement those included in the latest equality strategies. The proposed measures are based on extensive consultations carried out by the Commission from June to October 2020 with a wide range of stakeholders. These include a public consultation and specific consultations with Member States, local and regional authorities, economic and social partners, entrepreneurs, civil society organisations, foundations, international organisations, and migrants, including refugees.

Retrieved from: European Commission. (2020). Action plan on Integration and Inclusion 2021-2027.
https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:52020DC0758

TOPIC 1: EDUCATION AND EARLY INCLUSION
(EDUCATION AND TRAINING)

From early childhood education and care (ECEC) to tertiary and adult education and non formal education, education and training is the foundation for successful participation in society and one of the most powerful tools for building more inclusive societies. The COVID-19 pandemic has made the importance of inclusion and equality of opportunities in education even more evident. Inclusion and gender equality is one of six dimensions of the European Education Area to be achieved by 2025 through the rolling-out of a number of concrete initiatives. Making our education systems more inclusive is also a key objective of the Digital Education Action Plan. The European Skills Agenda boosts skills development all across life.

Schools have the potential to be real hubs of integration for children and their families. Increasing the participation of migrant children and children with a migrant background in ECEC while ensuring that such programmes are equipped to serve culturally and linguistically diverse children can have a strong positive effect on their future educational attainment, including in learning the host country language, and on the integration of their parents and families at large. A school environment that involves communities, support services and parents can be particularly beneficial for children with a migrant background. To achieve this, teachers need to be equipped with the necessary skills and resources to teach in multicultural and multilingual classrooms and to support children with a migrant background throughout their education. Fighting segregation

in schools and fostering interactions between migrant and native children, is also crucial to making our education system more inclusive. By teaching democracy, citizenship and critical thinking skills, schools play an important role in preventing young people from being attracted to violent extremist ideologies, organisations and movements.

Migrant children with disabilities need additional support to participate in education on equal basis with others. Inclusion will be the leitmotif of the upcoming EU Comprehensive Strategy on the Rights of the Child, which will seek to ensure that all children, regardless of origin, ability, socio-economic background, legal and residence status have equal access to the same set of rights and protection. The youth sector, and youth work in particular, can help young migrants gain skills and competences through non-formal learning.

The transition into adulthood and from school to work can be particularly challenging for recently arrived migrant children, in particular unaccompanied young people, not least because support measures often stop when a child reaches 18 years of age. Preparing for such a transition in advance – through supporting their educational achievement, including them in vocational education and training and in the Youth Guarantee, and providing coaching and mentoring – can be particularly effective.

Facilitating the recognition of qualifications acquired in third countries, promoting their visibility and increasing comparability with European/EU qualifications, while offering bridging courses to help migrants complement the education acquired abroad, is key to a faster and fairer inclusion of migrants into the labour market and enables them to fully use their competences and skills. This can also help migrants pursue their studies in the host country thus increasing their level of participation in higher education and lifelong learning.

Learning the language of the host country is crucial in order to successfully integrate. However, this should not stop a few months after arrival. Language classes should be supported also for intermediate and advanced courses and tailored to the needs of different groups. Combining language training with the development of other skills or work experience and with accompanying measures like childcare has proven to be particularly effective in improving access to and the outcome of language training. Finally, gaining an understanding of the laws, culture and values of the receiving society as early as possible, for example through civic orientation courses, is crucial for migrants to fully participate in the receiving society.

What do we want to achieve in this area?

- More migrant children and children with a migrant background participate in high quality and inclusive early childhood education and care.
- Teachers are better equipped with the necessary skills, and are given the resources and support to manage multicultural and multilingual classrooms for the benefit of both migrant and native children.
- Multi-stakeholder learning communities are created with the involvement of schools, health and social services and parents.
- Qualifications acquired in non-EU countries are recognised faster and more easily.
- More migrants participate in comprehensive language training and civic orientation programmes which start upon arrival and accompany them along their integration journeys.

What will the Commission do to support these objectives?

- Improve participation and achievement in education through:
  - a new toolkit with practical guidance on inclusion in ECEC to be published at the beginning of 2021;
  - targeted support for teachers to develop competences for dealing with cultural, religious and linguistic diversity in classrooms under the Erasmus Teacher Academies;
  - peer learning and peer counselling activities to support Member States in designing and implementing effective inclusive education policies in the European Education Area;
  - providing targeted training for youth workers to acquire the skills specifically required for supporting integration of young migrants.

- Improve the recognition of qualifications through:

-fostering cooperation between national authorities in charge of integration and national centres for the recognition of qualifications (ENIC-NARIC networks);

-Supporting transparent recognition practices of qualifications of refugees through the Erasmus Programme;

-promoting exchanges between Member States on providing complementary/bridging courses for migrants;

-providing information on recognition practices and on skills and qualifications for migrants using the full potential of the Europass portal;

-promoting the transparency of qualifications systems, including through the European Qualifications Framework.

- Work with Members States to further develop comprehensive and accessible language learning programmes, including intermediate and advanced courses, through funding and exchanges of experiences.
- Promote exchanges between Member States on successful approaches to civic orientation courses.

In this area, Member States are encouraged to:

- Increase the number of migrant children and children with a migrant background participating in ECEC while ensuring that general ECEC programmes are equipped to support culturally and linguistically diverse children.
- Ensure that procedures for recognising foreign qualifications are quick, fair, transparent and affordable.
- Include managing multicultural and multilingual classrooms and valuing and mobilising learners' individual linguistic backgrounds as key skills in teaching curricula and provide teachers with the necessary resources to address these issues.
- Develop support programmes that are specific to unaccompanied minors who arrive past the age of compulsory schooling and programmes for unaccompanied minors on the transition to adulthood.
- Ensure the accessibility and affordability of after-school leisure activities and sports.
- Ensure support for language learning after an initial integration period to promote it beyond initial or intermediary proficiency levels.
- Make full use of EU funding, in particular the European Social Fund Plus, the Asylum and Migration Fund and the European Regional Development Fund, to support programmes and measures related to education, skills and language training, in accordance with identified needs at national and regional level.

TOPIC 2: EMPLOYMENT AND WORK INTEGRATION

(EMPLOYMENT AND SKILLS)

Migrants make up a significant part of the EU's workforce. The COVID-19 crisis has made their contribution to European economies and labour markets all the more evident. Many migrants arrive with skills that are highly needed in our labour markets but they often face difficulties in having them valued and finding jobs that reflect their skills level. Migrant women are at particularly high risk of being over-qualified for their job, which may lead to depreciation of their skills. They tend to face greater obstacles and more limited access to support. Also, the challenges migrants with disabilities face should be addressed so that they can participate in the labour market.

The European Skills Agenda 38 aims to support everyone, including migrants, in developing more and better skills and putting them to use. Furthermore, innovative tools to quickly assess the skills of migrants have recently been developed in several Member States. Skills assessments already conducted in the pre-departure phase, can help migrants to integrate more quickly into the labour market, in particular within resettlement and complementary pathways programmes.

Migrant entrepreneurs contribute to economic growth, create jobs and can support the post-COVID-19 recovery. However, they face several challenges, such as a lack of networks, difficulties in accessing credit and insufficient knowledge of the regulatory and financial framework. Access to financial information and increased financial literacy can play an important role in overcoming these challenges. The availability of and access to financial services is essential for all migrants to fully participate in a country's economy or build a stable life for themselves and their families, including as regards sending remittances. Digital finance can help in making financial services more accessible.

Effective inclusion of migrants and EU citizens with a migrant background into the labour market requires the active collaboration of a large variety of actors, including public authorities at local, regional, national and European level, civil society organisations, economic and social partners and employers.

Good quality Vocational Education and Training (VET) with a strong work-based learning dimension can be a particularly powerful tool to help migrants enter the labour market. However, obstacles to their participation in VET still remains.

What do we want to achieve in this area?

- Cooperation at EU, national and local level between key labour market actors and the migrants themselves is stronger.
- Migrant entrepreneurs, including social entrepreneurs, receive more support through easier access to financing, training and advice.
- More migrant women participate in the labour market.
- Assessment of migrants' skills is more effective and faster. Upskilling and reskilling are continuously supported, including through validation procedures for non-formal and informal learning.
- More migrants participate in high-quality VET.

What will the Commission do to support these objectives?

- Work with social and economic partners to promote a multi-stakeholder approach to labour market integration through the European Partnership for Integration.
- Support employers through exchanges and peer-to-peer learning, building on the Employers together for integration initiative.
- Provide support for inclusive entrepreneurship under InvestEU for both women and men, including migrant entrepreneurs and foster inclusive mentoring schemes.
- Facilitate assessment and validation of skills through:
  - Sharing and scaling up practices on skills assessment through the European Integration Network, the European Network of Public Employment Service and the updated Europass platform.
  - Further developing the EU Skills Profile Tool for Third Country Nationals and promoting its use among public authorities and other organisations, including before arrival, particularly in the case of resettlement and complementary pathways.

- Support people with a migrant background under the upcoming Citizens, Equality, Rights and Values programme.

In this area, Member States are encouraged to:

- Make use of the EU Skills Profile Tool for Third Country Nationals at an early stage, in particular for asylum seekers, refugees and migrants, and strengthen procedures for validation of non-formal learning.
- Raise awareness of discrimination in the recruitment process and in the workplace and reinforce anti-discrimination measures.
- Encourage entrepreneurship among migrants through tailored training and mentoring programmes, by opening up mainstream entrepreneurship support structures to migrants and including entrepreneurship in integration programmes.
- Make full use of EU funding, in particular the European Social Fund Plus and the European Regional Development Fund, to support programmes and measures related to integration into the labour market, in accordance with identified needs at national and regional level.

TOPIC 3: ACCESS TO BASIC SERVICES
(HEALTH AND HOUSING)

Insufficient access to healthcare services can be a major obstacle to integration and inclusion, affecting virtually all areas of life, including employment and education. Migrants are confronted with specific persistent barriers to accessing healthcare services, including administrative hurdles, fears linked to uncertainties about the duration of their stay, discrimination, a lack of

information and of familiarity with the healthcare system, and linguistic and intercultural obstacles. Migrant women face additional challenges as they tend to have lower proficiency in the host country language, weaker social networks, and greater responsibilities for childcare and family.

The COVID-19 pandemic shed light on deep-seated inequalities in access to health services. It has also shown that these inequalities can pose risks for society at large. Migrants are more likely to work in jobs that require close contact with others, which expose them and their families to a higher risk of contracting COVID-19, as well as other infectious diseases.

Mental health is critical to migrants' integration. While migrants, especially refugees, may be at higher risk of developing mental health problems due to trauma experienced in their country of origin, difficulties encountered during their migration journey or post-arrival experiences, such as social isolation or discrimination, they often face obstacles in accessing mental health services.

What do we want to achieve in this area?

- Migrants and EU citizens with a migrant background are informed about their rights and have equal access to regular health care services, including mental health services under the conditions established by national law and practices.
- Specific challenges faced by migrant women, including prenatal and post-natal healthcare for mothers, are fully considered when facilitating access to health care services.

What will the Commission do to support these objectives?

- Promote access to health care services for migrants through:
  - Funding dedicated projects under the Asylum, Migration and Integration Fund and inclusion actions addressed to people with a migrant background under the upcoming Citizens, Equality, Rights and Values programme;
  - Working with Member States to foster equal access to quality and affordable healthcare services through EU funds such as the European Social Fund Plus and the European Regional Development Fund.
- Support and promote exchanges between Member States on:
  - Prevention and health promotion programmes specifically targeting migrants, with suitable outreach tools;
  - Access to mental health and rehabilitation services.

In this area, Member States are encouraged to:

- Provide training to health care workers on diversity management and the needs of specific migrant groups (migrants with trauma, victims of trafficking in human beings or gender based violence, unaccompanied minors, older people, persons with disabilities etc.), making use of the different projects and training materials developed under the EU health programmes.
- Facilitate migrants' access to general health services, including mental health, by providing services adapted to their needs and tackling discrimination.
- Make full use of EU funds, such as the European Social Fund Plus, the Asylum and Migration Fund and the European Regional Development Fund, to support programmes and measures related to access to healthcare services, in accordance with identified needs at national and regional level.

Access to adequate and affordable housing is a key determinant of successful integration. Housing conditions have a strong impact on employment and education opportunities and on the interactions between migrants and host communities. Poor housing conditions and segregation can exacerbate divisions, which undermine social cohesion. Increasing housing prices, shortages of affordable and social housing, and discrimination on the housing market make it difficult for migrants to find adequate and long-term housing solutions.

While responsibility for housing policies is a national competence, the Commission can play an important role in supporting Member States as well as local and regional authorities to address the challenges and promoting inclusive housing solutions.

In recent years, many innovative housing solutions have been developed in several EU countries, including through EU funding. Partnership-based approaches, co-housing and accompanying housing with employment and social services have proven to be particularly promising models that foster inclusion and community building. As announced under the Renovation Wave, the Commission will setup an Affordable Housing Initiative to support further implementation and replication of such successful initiatives.

Autonomous housing for asylum applicants with a high likelihood to be granted protection can speed up the integration process, especially when linked with early provision of integration support.

What do we want to achieve in this area?

- Migrants and EU citizens with a migrant background have access to adequate and affordable housing, including social housing.

- Member States and local and regional authorities have access to a wide range of tools and good practices to fight discrimination on the housing market.
- Innovative housing solutions that foster inclusion and fight segregation are widely used across the EU.

What will the Commission do to support these objectives?

- Work with Member States to promote non-segregated adequate and affordable housing, including social housing, and to provide accompanying integration services through EU funds, in particular under European Regional Development Fund, European Social Fund Plus, Asylum and Migration Fund and InvestEU.
- Promote mutual learning between Member States, cities, villages and regions on fighting discrimination on the housing market and reducing residential segregation through the European Integration Network, the Urban academy for integration and dedicated funding under the Asylum and Migration Fund.
- Promote models of autonomous housing (rather than collective housing) for asylum applicants, especially families, and disseminate and scale up successful innovative models of inclusive and affordable housing for beneficiaries of international protection.

In this area, Member States are encouraged to:

- Ensure an integrated approach and coordinate housing policies with policies on access to employment, education, healthcare and social services.
- Provide adapted and autonomous housing solutions as early as possible for refugees and asylum seekers who are likely to be granted international protection, and enable a smooth transition for asylum seekers to independent living once they have been granted international protection.
- Make full use of EU funds, such as the European Regional Development Fund, the Asylum and Migration Fund and InvestEU, to promote adequate and affordable housing, including social housing in accordance with identified needs at national and regional level, as well as the European Social Fund Plus to support access to housing.

TOPIC 4: ACTIVE PARTICIPATION AND BELONGING

(FOSTERING PARTICIPATION AND ENCOUNTERS WITH THE HOST SOCIETY)

Developing welcoming, diverse and inclusive societies is a process that needs the engagement of both migrants and the receiving society. Including migrants and EU citizens with a migrant background as well as promoting their active participation in consultative and decision-making processes can help empower them and ensure that integration and inclusion policies are more effective and reflect real needs. This is why the Commission has launched an Expert Group on the views of migrants composed of migrants and organisations representing their interests, and will consult it in the design and implementation of future EU policies in the field of migration, asylum and integration.

Whether it is at school, the office, a sports club, or in the neighbourhood, providing places and opportunities for migrants and local communities to meet and interact is a strong means for inclusion and more cohesive societies. Moreover, the promotion of intercultural dialogue, including interreligious dialogue between faith communities, is essential. Supporting migrants' participation and interactions with the host society also requires providing opportunities for the local communities to learn more about people arriving in their communities and their backgrounds. Community sponsorship schemes not only help Member States increase the number of places for people in need of protection (through resettlement, humanitarian admission and other complementary pathways) but also to successfully integrate them into welcoming host communities, that are aware of and prepared for their arrival.

Grassroots participation in education, culture and sport brings people closer together. It helps combat xenophobia, exclusion, radicalisation and 'us vs. them' narratives while building mutual respect and fostering migrants' sense of belonging. Youth programmes such as the European Solidarity Corps allow young volunteers to work on projects addressing identity, culture and cultural diversity, tackling prejudices and conflicts, fostering mutual respect and understanding.

Promoting exchanges between Member States and factoring in migrants in the design and implementation of relevant EU programmes can contribute to a more active participation of migrants in our societies and to fostering a better understanding in areas such as gender equality, LGBTIQ equality and combating racism, xenophobia and antisemitism.

Being well informed about migration and integration can also help fight prejudices and polarisation. However, a majority of Europeans (61%) feel not well or not at all informed about migration and integration. Working with media representatives, education institutions as well as civil society organisations is key to better inform citizen in the EU about the realities of migration and integration.

What do we want to achieve in this area?

- More migrants and EU citizens with a migrant background participate in consultative and decision-making processes at local, regional, national and European levels.

- Increased opportunities are provided for encounters and exchanges between migrants, EU citizens with a migrant background and local communities, including through art, culture, sport and social life in general.
- Migrant women have equal opportunities for participation in society.
- More Europeans are well informed on integration and migration.

What will the Commission do to support these objectives?

- Finance projects to increase the capacity of national, regional and local authorities to involve migrants and migrant organisations in decision-making processes.
- Closely involve the newly created Expert Group on the views of migrants in designing and implementating EU policies in the field of migration, asylum and integration.
- Support the development of community sponsorship programmes for beneficiaries of international protection across the EU through funding, facilitation of exchange of best practices and strengthened cooperation between all relevant public and private stakeholders.
- Launch an integration award for schools, local communities, artistic and cultural organisations, and sports and youth clubs to recognise their contribution to integration and inclusion.
- Organise, in cooperation with the UEFA Foundation, football festivals targeting young migrants in host cities of the next European football championship.
- Further improve an enabling environment for social economy and social innovation to foster inclusion and participation through the future Action Plan for Social Economy.
- Finance projects to raise awareness on facts and figures and main trends of integration and migration for journalists and journalism schools.

In this area, Member States are encouraged to:
- Align national integration strategies with national action plans against racism and racial discrimination.
- Involve migrants and migrant organisations in the design, implementation and evaluation of integration and inclusion policies and programmes, including when EU-funded.
- Promote exchanges with the host societies through volunteering, sport, non-formal education, youth and cultural activities.