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People Beyond Nations: a "theatre guide" inside migrants feeling



Arciragazzi Portici "Utopia Attanasio" ( Portici,Italy )  
Teatri di seta ( Napoli,Italy )  
Think of Youth Palestine ( Ramallah, Palestine )  
Youth Future Association ( Şalfeet, Palestine )  
Oyoun Masr Association for Cultural and Social Development ( Alexandria, Egypt )  
European Crossroads ( Quart de Poblet, Spain )

In cooperation with:  
Cooperativa Sociale Şhannara onlus ( Italy ); Oneira ( Italy );  
Numidia ( Italy ); Arciragazzi Nazionale ( Italy )  
Jazoor ( Palestine ); The custody of the holy land ( Palestine )





Mahmoud is the symbol of "People Beyond Nations"  
as well as the incentive to work primarily on ourselves for the acceptance of diversity.  
Dedicated to all unaccompanied foreign minors in the world.

# INTRODUCTION

PEOPLE BEYOND NATIONS starts from the reflection on events, recent or past, linked by a common thread: the hope, the possibility of finding a life, the plight of those who undertook the long journey of the human exodus, based on the fleeing people knocking on the doors to new worlds: the desire of the meeting, the discovery of the other, the practice of diversity.

This manual wants to be just a “theatre guide” for everyone wants to get his own “trip” inside the migration worldwide condition. You will find workshops, true stories, memories and some others remarks for understanding migrants’ point of view.

Then, a Chapter about unaccompanied foreign minors written by Arciragazzi Nazionale cares about the methodologies applied with unaccompanied minors, and Cooperativa Sociale Shannara team instead will describe the phenomenon of illegal immigration in Italy but mainly the hospitality of minors in the children care homes. You will get knowing about the job of educators, psychologists and social workers who help those guys to recover their dignity and respect for themselves.

Now, think about that: even a new job, a changing school, your parents’ divorce...can give you the “idea” to leave, the idea to travel to a new world, the idea to be different. For sure you will find in your luggage something which remind you a greeting to the old world...

**Are you ready to start your own trip with us?**



“To deny people their human rights is to challenge their very humanity.”  
Nelson Mandela



## KEY WORDS

### Immigration, Acculturation, and Adaptation

**Immigration** \* is the movement of people into another country or region to which they are not native in order to settle there, especially as permanent residents or future citizens. Immigrants are motivated to leave their countries for a variety of reasons, including a desire for economic prosperity, political issues, family re-unification, escaping conflict or natural disaster, or simply the wish to change one's surroundings."

Legal status of persons: Migrant worker; Native-born citizen; Naturalized citizen; Political prisoner; Refugee; Stateless person; Citizen; Dual – Citizen

**Acculturation** \*\* comprehends those phenomena which result when groups of individuals having different cultures come into continuous first-hand contact with subsequent changes in the original culture patterns of either or both groups".

**Adaptation** \*\* refers to changes that take place in individuals or groups in response to environmental demands.



\*from Wikipedia

\*\*from "APPLIED PSYCHOLOGY: AN INTERNATIONAL REVIEW" John W. Berry



## ONE OF US



My name is Gianni, I am from Napoli and after more than one year in Netherlands, I am moving to Barcelona. I studied as technical at high school and Political Science at University of Napoli with good results but I didn't find anything to continue in this direction. I did many jobs before arriving to the social field in 2001. I worked as educator in projects for children with social problems and without compulsory school. I worked very hard in the hinterland of Napoli with my colleagues for more than ten years, with continuous update professional training courses. I worked also as team coordinator and later as president at our social co operative society. I was also intercultural educator in different projects in favor of minorities for their social and civic integration, such as immigrant people, Roma communities and for some other projects acted in and with the schools too. In the last years I worked also in a care home with Italian and foreign kids. In all these years I was never paid regularly and the salary was always very low, I tried to adapt myself on one hand and to fight this situation on the other hand, but without great success. I lost my house in rent, the Italian Government also condemned me for a demonstrating some years ago, all the things were getting worst and worst and at the age of 42 years, I decided to make a big change into my life. I reached my girlfriend emigrated in Netherlands and we have lived there for more than one year. It was very hard for the climate and the language was so different and difficult. I went to a Dutch language course that reminded me to the Italian language course, when I was the teacher and the immigrants were my students. In Netherlands, I worked as postman and some other jobs. At the end of this summer, I had an interview with a Spanish educational center for foreign kids and it was good. So we, me and my girlfriend, decided to move to Spain, in Barcelona and to try to live there with this new job. I'm starting from zero again and I hope that everything goes well for at least the next future years!



## Workshops to get:

**PARTECIPATION** - Every day, the trainers invite the group to make some activities for knowing each other towards games.

- Use games to create the right “climate” among the participants and to put them in contact even physically.
- Use music bases: it will help them to relax and enjoy the exercises of positions, breathing and posture in according to the principles of bio-energy and based on Feldenkrais’ method.
- Use music and space movement games: in this way you will leave them to interact and to develop trust and improvisation.

**CREATIVITY** - divide the group into working groups. Now, invite them to create an haiku. We took some original texts of short stories by Eduardo Galeano from the book “Voices of time: a life in stories ” so you can introduce the topic.

We have used the following sentences:

- 1) “in immense caravans, fugitives go away from an impossible life. Someone has stolen their place in the world”
- 2) “a lock of hair, an old key, a blanket that was shared and other things were wrapped in the bags of the exiles”
- 3) “in March of 2000, sixty Haitians took to sea in a small packed boat”
- 4) “without papers, without money, without anything, he began walking”
- 5) “this woman goes to the north. She says bye to her children, instead of saying goodbye”

- Choose an object and ask them to give to it another “reading”, another shape, another value. So a luggage became a book, a baby, a mirror etc. This exercise has to be done at first individually and then in a small group. Then, each group will share their theatre piece with the others.
- In according to the model of the “theatre of the absurd”, ask to the guys to create a short mute theatrical piece considering the themes of “the departure” and “the arrival”.

**SHARING** - on the model of “Tableaux Vivants” (“living picture”), the guys show the stories they have written about the themes. Throughout the duration of the display, they will show those stories without speaking or moving.

- Discussion group on the topics linked to emigration / immigration and listening of the personal experience.
- Creative Writing: ask them to write a personal story with this sentence: “ **My name is .....**” and to go on “**...and..**” the story of their journey.

**COMMON INTEREST** - collect all the stories and with them work on building just one.



## ONE OF US



My name is Irina, I am 25 years old. I come from Belarus and I live in Portici.

I arrived in Italy when I was about 8 years old to participate in summer camps organized by Italian families for children living in an orphanage.

The Italian family asked me to stay and live with them and I gladly accepted by the desire to get away from the orphanage where I didn't feel fine.

The difficulty that I remember to have had, regarded not the communication or the language barriers, but the inclusion in a social context that was too far from my needs. Even in the family, I had some troubles to find my place and to feel comfortable.

So last year, I finally realized my project to have a job and to get my own independent life.

After 17 years here I feel Italian, but Belarus will always be the country where I was born and that belongs to me even though I will not return there.

Every day I take my journey into the past when I meet new people who ask me where I'm from and how I got here.

Now I work for a family, but my future plan is to do the ladies' tailor for which I've studied.





## YOU/ME/US



### WORKSHOP YOU/ME/US :

**Part 1:** Leave the groups to play like in an interview with some of their friends coming from a different country.

**Part 2:** Leave the guys to answer/discuss to the questions.

**Objective:** Help the group to “estimate” their knowledge about the phenomenon of immigration.

**Questionnaire :** we have chosen this one from “The Internet TESL Journal” ( <http://iteslj.org> \* ) but you can create your own.

#### \*Part 1.

*What is the reason you moved out of your country to move here?*

*Do you think that immigrants are treated well in my country?*

*Do you think there is a relation between immigration and crime?*

***How would you define the word "home"?***

#### \*Part 2.

*Why do people immigrate to other countries?*

*Is immigration from one country to another a problem? In what ways do you see it as a problem?*

*Is local culture threatened by immigration?*

*How far should immigrants retain their culture?*

*Should immigrants have the same rights as native citizens?*

*Is there a difference between political and economic immigration?*

*What should be done with the illegal immigrants entering a country?*

*Should the country of origin of illegal immigrants be held responsible?*

*Should students be allowed to wear clothes with cultural or religious symbolism at school?*



*Do you think immigrants are treated with more suspicion now than they were a year ago?*

*Do you know any people who have emigrated from your country?*

*Would you ever think of emigrating? Why would you think of emigrating?*

*Do immigrants in your community isolate themselves into a certain area?*

*Should immigrants be required to learn the local language?*

*How would you help an immigrant learn the local language?*

*How would you encourage children of immigrants to become bilingual by maintaining the original language and becoming fluent in the local language?*

*Should immigrants be educated in their original language or the local language?*

*To what extent should official documents be written in several languages to accommodate immigrants?*

*How long should immigrants be required to live in the new country before they can become naturalized?*

*How does an immigrant become a citizen in your country?*

*To what extent has the culture of your community become richer by immigrants?*

*How is your community incorporating immigrants into the life of the community?*

*Should employers who employ illegal immigrants be penalized?*

***How would you define the word "home"?***



“Home is where, when you have to go there, they have to take you in.”

Robert Frost,



## ONE OF US



My name is Rezak and I am from Algeria.

Like all young Algerians, I dreamed of finishing my studies. It was time to do military service, but it scared me a lot. The political climate was very tense and not a day passed without protests. One day, when I saw the military along with the police, I decided to leave. It was July 1991 when I arrived in Italy with a tourist visa, passing through France. Here, I began immediately to work in the tomato fields. The work was very hard and sometimes inhumane. After tomatoes season, I decided to go to Napoli. It was September 1991. I was hosted in different homes for sleeping until I got a job in a delicatessen. In Napoli, I found not only a job: I was welcomed by the employer and by the people who lived in that area and then I finally found a home. After this experience I have done many other jobs as a gardener and also a bricklayer. I have worked in pizzerias and restaurants, my mostly loved jobs because I learned to cook Italian cuisine and mainly Neapolitan. I learned Italian very well. Since 2000 I am a social educator after years of study and training courses and nowadays I cooperate with Cooperativa Shannara as culture mediator for Arab unaccompanied minors coming from the international trafficking of human beings.



# CONNECTING PEOPLE

Let's break prejudices and stereotypes



**WORKSHOP “same history/same story”:** read and discuss this text with group. Ask them who they are talking about (of course do not say that it is about we Italians!!); ask them to underline prejudices and stereotypes; what is still true and remand them to today's stories etc.

*"They are generally of small stature and dark skin. Many are smelly because they keep the same clothes for weeks. They build shacks in the suburbs. When they get closer to the city center they rent expensive apartments in crumbling buildings. They arrive in two looking for a room with kitchen use. After a few days they become four, six, ten. They speak incomprehensible languages, maybe antique dialects. Many children are used to begging, often in front of the church women and older men plead mercy, with petulant and plaintive tones. They have many children who they struggle to maintain and they are very united among themselves. It is said that they are dedicated to theft and, if stopped, can become violent. Our women avoid them because they are both unattractive and wild and because of widespread rumors of rapes of women consumed when returning from work. The powers that be have opened our borders but, above all, have not been able to select from among those entering the country to work and those who think they can live on gimmicks or even criminal activities...." \**

\*Report from the Inspectorate for Immigration in the U.S. Congress on Italian Immigrants in the United States, October 1912.



Additional questions may be based on personal experience. Maybe you can stimulate them by questions like:

Have you ever tried to get closer and get to know an immigrant?

How has it changed your outlook and image of the immigrant from his knowledge?

Have you ever thought that between you and an immigrant there are the same emotions, needs, but with a different way of expressing it?

Think of stereotypes and prejudice towards immigrants in your country.

Think of the stereotypes and prejudices that immigrants have towards your country/ you.

If there are some difficulties in identifying with migration's issue , we can work on the experiences related to our/their lives and our/their interpersonal relationships. Some examples:

Did you ever feel the object of prejudice and stereotypes?

How did you feel and think?

How did you react?

These questions might help the young to make connections between in what his reaction might be similar to the immigrant's seeming incomprehensible reaction, maybe this derived from the fatigue and anger toward the prejudices.



“Please use your freedom to promote ours”

Aung-San-Suu-Kyi



## FEEL LIKE THEM



**WORKSHOP “feel like them”:** You can ask to your group to create a story starting from the sentences below listed. Please note that the following ones, have been written from our **ARCIGUYS** participating to the project in Hakkari “**FEEL YOUR EXISTENCE & EXPRESS IT**” (Youth in Action program) as daily report for us staying in Italy. So every sentence is exactly what they felt during their own experience abroad and it is strictly connected to the Kurds situation.

Please, handle with care because you are touching their hearts. Let's go our new trip on....

*-“We look like sponges, we absorb the world in a too short time to reorder events, feelings, emotions which are confused and different from each other.”*

*-“Now I know the smell of oppression ... it burns my bowels...”*

*- “The city sleeps, sometimes we can hear some military jeep ... I do not know what's happened today ... I did not want to read the newspapers. It has been a spicy day ... yes, full of strong flavors...”*

*-“Tonight we have presented our Nation, we have shown it in his worst and best side. We have offered them the flavors of our land and the beauty of our souls.”*

*-“Only after 3 hours of desert, road signs with directions to Iran, strong smells ,the call of Allah every hour, Turkish baths in unbelievable places, police with gun, Turkish tea drunk on rebel stools, unrecognizable women.”*



## ONE OF US



My name is Vanna and I am from Portici. I emigrated to the UK in 2005, with Dario from Portici too.

I was 21 years old and Dario 23 when we moved to England with the idea of staying only one year to learn English language, but then things changed. I found a job as kitchen assistant after only 2 weeks. I grew work-wise up moving from the kitchen to the dining room and then to the bar, at this point I was asked to work in the private bar earning more money than usual. This allowed me to take courses to improve my spoken English that it was quite fluent. After three years in London, I had my first child and then the second. Unable to work, I started studying childcare. I was able to handle my new job, housework and my family and I manage to do even little job experiences with children under 5 years. Today, after so many courses and studies, I am the responsible for the "family support" in the children's center where I work part time. I spent the rest of my time instead, in my Italian chocolate company. Dario has been less lucky than me at the beginning. He started working as a pizza maker and then in a company of glassmakers. He has done training that led him to be one of only 3 people in England to be able to do special work with the glass. Thanks to this skill, he was selected to be the manager of a larger English glass company. In the meantime, between one thing and another, he did other works of minor importance which allowed us to move forward. Today Dario devotes full time (and over) to our company "Choco Passion UK Ltd." The company is growing up and we hope to not stop here. Our children are bilingual and they love Italy but just for holiday. The rest of the year we prefer to stay in England because we have finally found our balance.





“Recognize yourself in he and she who are not like you and me.”  
Carlos Fuentes





## ONE OF US



My name is Youba and I am from Mali.

In 2011, I arrived in Italy by sea through the trafficking of human beings at the age of 17 but I left my family at the age of 14. It took 3 long years to reach Italy through different countries, desert and sea. In Italy, I was moved in a care home for minors. I shared my time and my life with three Italian minors and with two other guys from Mali. I have worked a lot for my social inclusion: I went to school for getting diploma and at the same time I should work to earn some money. I participated to the project "T.O.N.Y." (Youth in Action programme) and my sentence about personal/common needs was chosen for the theme of theatre performance.

It says: "I need passport and a job. I need to learn Italian and English. I need money, a lot of money."

Nowadays I live with Nouhoum (my travel companion from Mali too) in a small flat in Portici.

I am still working and studying to become a culture mediator.





# Unaccompanied foreign minors

by Arciragazzi Nazionale ( Councillor Giuseppe Candolfo, Arciragazzi Catania )

In recent years we have seen a succession of alarmist reports about migrants and their arrival on the national territory. The term "emergency" was among the most used and recurring word. But is it correct to use the word "emergency" for a phenomenon that in the past 15 years shows steady and stable at least in the numbers? We do not think so. Migration and migrants are part of our historical horizon and their manifestation should be not as an exceptional events but as historical and social processes that has characterized and characterize nowadays our society.

Away from any political and ideological positions, we are facing the phenomenon of migration with some new challenges, which forces us to rethink, in the case of minors, to our national reception system for minors in a state of neglect.

The International Convention on the Rights of the Child of the United Nations called minor every human being below the age of 18 and, by the Article #3, it says that in each decision, legislative/legal action, initiative, public or private social welfare institutions, child's best interests must be kept in a primary consideration.

But what is the best interests of a teenage migrant?

Be placed in a safe place? Obviously. Take care of the basic needs? Equally obvious. But when we begin to climb the steps of a hypothetical scale of needs, and their related rights, we begin to cast doubt on the answers we give and what we can give. We have a shortage of reception policies focusing on migrant minors, to ensure their rights that they bring from their own experiences and their characteristics. Projects and activities centered on foreign adolescents must necessarily start from these three considerations: **1.** we need to think about tools to create relationships and trust; **2.** it is necessary to think about projects to support the autonomy of the boy/girl; **3.** we need to think about projects that are capable to create opportunities to meet and socialize with the Italian guys on the Italian territory. Arciragazzi has different experiences based on these considerations with proven methods of work in the field that led to excellent results. Our approach with the boys and girls starts always from the **game**, fully recognized by the CRC, as a universal language capable of creating relationships, communication and trust as the fundamental bases of an educational relationship. The second methodology element is **the pedagogy of desire** borrowed by the educator Cesare La Rocca and realized with street children in Brazil and activated from Arciragazzi with deprived young people in difficulties like those who live in the suburbs of the Italian cities. This methodological approach is based on the idea that support children on a path of growth cannot be separated from their desires, their aspirations and their skills that are the base on which to build an individualized path that generates both self-esteem and autonomy. Finally we consider significant the experience gained in recent years from a **network approach** by putting in liaison with other agencies, public/private, National and European organizations turn out to be an essential tool for growing opportunities, socialization and comparison to our children. We think that the aggregation centers, the world of volunteering, public services for children and adolescents should be involved in the pathways of each child. There are many challenges ahead of us then, but the little boys and girls have taught us that with the optimism and the ability to put ourselves in discussion ,we can overcome them by having the ability to not take them too much seriously in consideration.



# Unaccompanied foreign minors inside care home

by Cooperativa Sociale Shannara Onlus



**WHO WE ARE:** Cooperativa Sociale Shannara onlus deals with young boys and girls 12 /18 aged, away from their families by order of the Juvenile Court, or by executive decree in accordance to the art. 403 of the Italian Civil Code. The causes of withdrawal are different types of abuse and maltreatment (such as sexual and physical abuse, status of poverty, parental mental disorder, abandonment, parent offenders etc ).Shannara guests also young people coming from smuggling and trafficking from East Europe, EECA countries and Africa. They offer residential care (24 hours) and rehabilitation projects, supporting and accompanying them even during the criminal trials against their exploiters. For all foreign minors, a social integration path is guaranteed, such as: procedures for issuing a temporary resident permit, Italian language course, the recovery of the skills of secondary school achievement and the starting of vocational courses.

**THE PHENOMENON:** In accordance with national law for "unaccompanied minors" we mean "those who are in Italy without parents or other adults legally responsible for their assistance or representation. Minors without Italian or any other EU citizenship"

**GENDER:** Male (95%)

**AGE:** 14/17

**COUNTRY OF ORIGIN:** Bangladesh, Egypt and Afghanistan but even from Albania, Romania, Tunisia, Ivory Cost ,Mali, Morocco, Somalia e Senegal.

**REASONS:** economic reasons (those migrants who come to our country in search of better economic life conditions); political – humanitarian reasons (coming from countries with ongoing conflicts or ethnic persecution)

**NUMBERS:** The unaccompanied foreign minors in Italy, according to the latest available data (July 2014) are 10,736.

**ITALIAN LAW:** Foreign minors even if entered illegally in Italy they keep all the rights guaranteed by the Convention of New York in the "Rights of the Child", where it is stated that all decisions must take into account "the interests of the child", ratified by Italian Government and implemented by the law 176/91.

The Committee for Foreign Minors is the organ constituted by law to oversee the arrangements for staying of foreign minors (temporarily admitted to the territory of the State).It has to coordinate the activities of the administration concerned, it hinged at the Ministry of Social Solidarity. Every unaccompanied minor in accordance with the regulation law, must be reported to the competent authorities such as: the Prosecutor's Office, at the Juvenile Court, the Judge or the Committee for Foreign Minors. The unaccompanied foreign minor shall not be expelled in accordance with the principle of "to be expelled" (if the child is not a danger for the security and public order of the State),but however the order to maintain the family unit allows the practice of assisted repatriation. Anyway, in order to make a minor in a "legal status" the procedure to follow is so synthesized: the police will issue a residence permit, therefore they ask for the passport or certificate of nationality issued by the diplomatic and consular of the country of origin of the child. For those who have a residence permit





health care allows the registration to the National Health Service (NHS), so they take advantage of all the benefits guaranteed by it. For those who do not have a residence permit is not provided any access to the NHS but urgent and essential outpatient care are guaranteed. The right to education is guaranteed to all foreign minors who hold a residence permit or not. Foreign minors are entitled to assistance and protection.

**CARE HOME or CHILDREN CARE HOME:** The placement in a safe place is up to the local authority (usually the municipality). The care home has to provide for the opening of protection process for the child whose parents are not objectively in a position to exercise parental authority.

The "social structures" for children in urgent need are mainly handled by private social associations/co-operative companies in arrangements with the local authority, such as the social services or the Court in the case of a child without adult reference. The care home deals in accommodating minors for "social welfare and supplementary educational interventions in replacement of the family." It has replaced the orphanages (or institutions) and it should have certain characteristics that make it similar to a family. The educators are ultimately a kind of parents "on turns" but with continuity and devotion to the minors' "areas of emotions".

We give a name, a time and a place to those areas.

We can think about the coffee break, the moment of the milk and cookies before sleeping, the weekly appointment for the creation of cakes etc.

These moments arise sometimes by chance, but with the clear intention to create and offer a stable and reliable "setting" to build a space of acceptance and understanding of the emotions of the minors and this allow the educators to use this space as a "container" of mental pain.

The educator provides this kind of mental space through its regular, attentive and caring presence. These are special situations in which the educator can well recognize the emotional situation of the minor and to find answers to their background till now hidden.

Basically, the educator is always ready to accommodate the emotions of the minors, but a structured "setting" has a much broader sense for the educator but especially for the kid.

The educator gives his best in these moments, to capture and amplify the various messages that the boy cannot express through words, but through his actions and his games. In this way he communicates to the guy that he is not alone. This is a very important step because in this way the minor knows that someone pays attention on what he does, someone takes care of him and that he is trying to understand him.

In these areas there is no space for judgment and the educator has to try to channel the pain of the boy through solutions by creating good intentions, setting good goals on the medium and long term together with him.

These spaces can sometimes also have a purely playful portrait, but not for this reason, they are deprived of the original intention. In fact, for the boy, these moments have particular value as it is offered to him the continuity of spaces where he can feel welcomed.

When these guys are awakened in the hope that there is someone able to accommodate their discomfort, they often become very possessive and emerge powerful sensations becoming more demanding. In fact, their claims and their attention to their own needs, are a great signs of improvement.



## ONE OF US



My name is Ousmane and I am from Senegal.

I am 36 years old. I am in Italy for 2 years.

I do not know why I left my country, it was my destiny to bring me here.

I landed in Milano by plane on December 27, 2012 then I came to Napoli. When I arrived here, I had great difficulty in communicating with people and so I went to school 2 times per week for attending an Italian language course and so my integration become easier. At the beginning, I did a lot of jobs. I worked in a bar from 7am until 8pm and then in a market store from 8.30am until 3 o'clock at night.

My job was hard and badly paid. The owners were full of prejudices. After 3 months I got a new job at the restaurant "Gambero Rosso" and now I'm very happy. I found a family and I have many friends.

We often organize evenings of Senegalese cuisine where I prepare the dishes of my tradition.

I really miss so much my family. Too much, too much...



### *I come from there*

*I come from there and I have memories  
Born as mortals are, I have a mother  
And a house with many windows,  
I have brothers, friends,  
And a prison cell with a cold window.  
Mine is the wave, snatched by sea-gulls,  
I have my own view,  
And an extra blade of grass.  
Mine is the moon at the far edge of the words,  
And the bounty of birds,  
And the immortal olive tree.  
I walked this land before the swords  
Turned its living body into a laden table.  
I come from there. I render the sky unto her mother  
When the sky weeps for her mother.  
And I weep to make myself known  
To a returning cloud.  
I learnt all the words worthy of the court of blood  
So that I could break the rule.  
I learnt all the words and broke them up  
To make a single word: Homeland.....*

*Mahmoud Darwish*



## ONE OF US



This page is dedicated instead to all young girls and women coming from the trafficking and smuggling. For their safety we are not going to sharing their pictures and stories with you. But we know them and we know their names too.

You can call ALL of them **Sharbat Gula** as the afghan girl in the picture, symbol of refugees in the world.

But if you want you can call them: Aisha, Ana, Cris, Faten, Francesca, Giusy, Magda, Nazareth, Jennifer, Marta, Roberta, Pina, Bruna, Ilenia, Anna, Eva, Paola, Rosanna ...

\*picture by Steve McCurry for National Geographic.



## ONE OF US



from Italian National newspaper "IL MATTINO" - 19 September 2014

RAGUSA (Sicily) - A note written in Egyptian dialect on a tiny piece of paper found in the port of Pozzallo, it tells the suffering of an entire people.

On August 23, 18 migrants died in the Strait of Sicily. Their bodies were recovered from Sirio Navy ship.

We do not know the identity of the author of this ticket, but the words have been translated, and it says this:

**I wanted to be with you. I recommend you do not forget me. I love you so much.  
I would love that you didn't forget me.  
Stay well my love.  
I love you.  
A ♥ R**

from <http://fortresseurope.blogspot.it/> : "Since 1988, died on the borders of Europe at least 21,344 people. 2,352 in 2011, at least 590 in 2012, 801 in 2013 and already 1,991 in 2014 (in the first eight months). This was last updated on September 14, 2014 and it is based on census information in the archives of the international press over the last 26 years." **THINK ABOUT THAT.**





- My name is Mahmoud and I leave in a children's home. I am in Italy to find a job.
- My name is Aisha from Palestine and I talk about immigration.
- My name is Ana and I do not want to be anywhere. I am without borders.
- My name is Arafat from Palestine and I emigrate because of oppression and colonialism.
- My name is Artem and after a long time, I've finally re - unified myself with my family.
- My name is Cris and I do not believe in the borders. My trip starts today.
- My name is Francesca and this is my sad trip outside Italy.
- My name is Francesco and I leave today.
- My name is George I am from Palestine. I displaced in 1948.
- My name is Geries and I'm in a search of my identity.
- My name is Giusy and my trip is inside Napoli.
- My name is Magda and I am Catalan from Morocco.
- My name is Mosab from Palestine my country is not a luggage and I am not a traveler.
- My name is Mostafa and I talk about legal or illegal immigration.
- My name is Nazareth and I am no longer Spanish. I travel to find myself.
- My name is Roberta and I dream of going away from here.
- My name is Ousmane and I want to thank everyone.
- My name is Jennifer from Palestine and I belong to those of 1967.





**Now, Can YOU recognize yourself as migrant?**

### **CREATIVE WRITING WORKSHOP:**

Write a personal narrative starting from this sentence:

"My name is ..... and..." tell us the story of your journey.

Copy & paste it on our Facebook page "Arciragazzi Portici" and let's start our

## **#PEOPLEBEYOND NATIONS\_CAMPAIGN**





## THANKS TO

Municipality of Portici & AICCRE

Arciragazzi Nazionale for “Unaccompanied Foreign Minors” chapter

Cooperativa Sociale Shannara onlus for “Unaccompanied Foreign Minors inside care home” chapter

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Arciragazzi Portici has published also  
“The ludobus of rights- kit” (2013) and “Put yourself in female shoes” (2014)

If you need further information ,do not hesitate to contact us at: [arciragazziportici@gmail.com](mailto:arciragazziportici@gmail.com)



**"Homo sum, humani nihil a me alienum puto"**  
**"I am a man, nothing human is alien to me." Publio Terenzio Afro**



**AD MAIORA!**