Forum for Dialogue on Childhood and Justice: From Theory to Praxis*

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Ethical and justice problems, those issues about what should be done, what we owe each other, and what would be fair, join, in turn, two types of challenges, namely, theoretical and practical ones. These, for the sake of simplicity, are in many cases divided. However, they should not lose sight of each other for a long time. Indeed, the ethical issues of social justice for children raised in this issue of *Dilemata* need not only theoretical solutions and suggestions, but also practical proposals about how to implement those solutions. Theory and reality, theory and action are therefore two pieces of the same puzzle. In other words, when it comes to addressing challenges on justice and children in the world today, we should not only focus on how to answer and justify the question of what to do, what measures would be fairer, etc., but also on how to implement those solutions and measures considered fair. In this regard, issues of justice for children contain not only theoretical problems, but eminently practical problems.

For this reason, this monograph concludes with a forum to impulse the dialogue and debate among experts working directly with many of the problems addressed in this issue from an academic perspective. In doing so, this number of *Dilemata* aims to contribute in building bridges between disciplines, and also to increase awareness and reflection on current challenges related to justice during childhood.

In what follows the reader will be engaged in a conversation with four outstanding experts: Marion Lieser, Carmen Baldrich López, Carlos Pitillas Salvá, and Blanca Gómez Bengoechea. Marion Lieser[1] is the current Executive director of Oxfam-Germany. Trained in Social Pedagogy/Social Work and Environmental Sciences, Lieser has dedicated her professional career to international development cooperation. Carmen Baldrich, legal expert on International Migrations and Migratory Policies, has worked over two decades at the Seville Refugees Reception Centre. Carlos Pitillas, doctor in Psychology, works since 2012 with families at risk of social exclusion in Madrid and is responsible, along with Blanca Gómez - doctor in Law and researcher at the University Institute of the Family-, both of the Universidad Pontificia de Comillas, of the report for Save the Children-Spain on the situation of immigrant children living in poverty in the settlement "El Gallinero" (Madrid) [2].

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Despite the declarations and conventions such as the UN Convention on the Rights of the Child 1989, there is still a wide gap between what is proclaimed on paper and the effective commitment of the States Parties. What could be the reason for this situation?

Blanca Gómez: Although practically all countries have signed the Convention on the Rights of the Child, it is true that in many of them the instances of lack of respect for its principles and the situations of neglected children are frequent.

Carmen Baldrich: It is enough to read the newspaper or watch the news to realize how principles such as non-discrimination, participation, survival, development and protection and the best interests for the child are systematically violated. In general, children face a lack of recognition of their rights, both in transit, i.e. when the transfer is occurring, and in the host society.

Marion Lieser: In fact a growing number of people have difficulties to hold their governments accountable due to shrinking space of NGOs as well as the growing number of refugees caused by crisis and conflicts.

Carmen Baldrich: We are clearly witnessing a flagrant breach of the convention by allowing the lack of protection that refugee children are currently suffering. At least 10,000 refugee children have disappeared upon arriving in Europe. Among these, some would be with relatives without being notified to the authorities but others are in the hands of organizations trafficking. In 2015 about 26,000 unaccompanied minors arrived in Europe, according to data from Save the Children, fleeing from conflicts such as the Syrian one or other troubled areas' ones. All these children are deprived of their most fundamental rights. A UNHCR report warns that an alarming number of refugee children are being denied the right to education, being forced to work to become the sources of income for their households.

Blanca Gómez: This lack of consistency between theoretical statements and acquired commitments, and what actually happens to children has to do, as perhaps one might first think, with the existence and implementation of adequate financial and human resources, but not only. The political will to adequately protect children is essential. The lack of political consequences of non-compliance with these commitments, and the need to spend long periods of time until

results are appreciated in implementing innovative policies to protect children are probably ingredients that do not favour the implementation of effective mechanisms in a field, such as a politics, in which what counts are the short-term results (one parliamentary term) and the consequences their actions have in people who vote (which does not include children).

Marion Lieser: To secure, implement and finally fulfil human and children's rights obligations you need responsible governments, political will, long-term financing and effective human rights mechanisms. Well-coordinated cooperation between all actors working in the field of children's rights to support governments to fulfil their obligations, child rights programming and overall safeguard policies to protect children are key.

Carmen Baldrich: Therefore we need the principle of co-responsibility to work, i.e. both the state, the civil society, and the family must implement policies, programs and projects to protect and restore rights to children when they have been affected.

Marion Lieser: Indeed. It is important to advocate and protect public services and support governments to fulfil their obligations. Campaigns like Oxfam India's "I have a right" to implement the national "Right to Education Act" for quality and free education for all are a good example of how NGOs can support to fill this gap.

In relation to efficient children's rights protection, in terms of health services, education, and also integration of migrant children, what do you think that has been done in the right direction?

M.L.: Overall, substantial progress has been made towards achieving Millennium Development Goal (MDG) 4. Since 1990 the global under-5 mortality rate has dropped from 91 deaths per 1000 live births in 1990 to 43 in 2015. The Crucial importance of immunization is recognised, at the GAVI[3] replenishment Conference 2015, hosted in the year of Germany's G7 presidency in Berlin, GAVI exceeded its target of US$ 7.5 billion, thus securing a healthy future for millions of children. Immunization currently averts an estimated two to three

million deaths every year in all age groups from diphtheria, tetanus, pertussis (whooping cough), and measles.

C.B.: Studies on the integration refugees and immigrants' children show positive results since, according to them, 78.4% of these children affirm to have had no problem when integrated into Spanish society. One of the initiatives that have been key in the integration of refugee children in schools has been the project developed by MPDL[4] in the CAR[5] for several years. The project included a comprehensive action based on activities designed to complement compensation educational programs. Fundamentally, the aim was to support the student in curricular subjects. But it also served as a bridge between the child, the family and the school acting as intercultural mediators, in addition to awareness-raising activities also through leisure programs to develop values such as peace, solidarity, multiculturalism, diversity, justice, equality and coexistence. Both refugee and native children were attending to these workshops.

Carlos Pitillas: With respect to the development of child mental health, over the past decades there has been a growing recognition of the nodal importance of early emotional relationships. In comparison to models exclusively concerned with the child from school age on (from 7 years) and especially focused on adolescence, more and more voices and programs pay attention to early attachment relationships, i.e., those developed from the beginning of life, whose most sensitive development period is found between birth and the third year of life. These advances respond largely to the development of research and intervention made from the attachment theory, and also to a series of contributions that have been made by the paido-psychiatry, whose greatest achievement is the publication of a diagnosis classification of mental disorders that occur at the beginning of life (DC 0-3 classification). This recognition of attachment relationships as a focus of interest and intervention scenario has had some important consequences.

Which ones would you highlight?

C.P.: Psychosocial care for mothers, from pregnancy on, as a child protection strategy; concern for the biographical experiences of parents as fundamental background of mental health of the child, to the extent that these biographical

experiences influence the ability of parents to establish as effective caregivers for the baby. And also the development of intervention technologies specifically aimed at promoting, improving and/or repairing the emotional relationships between the parents and the baby or the toddler.

And what do you think is still missing?

C.P.: There is still a long way to go in order to place the child in a role of agent for the change. The inclusion of parents and their parenting skills as the focus of intervention has been an important step, but we still need theming and developing intervention strategies that are respectful in relation to the subjective experience of children and their specific systems of information processing.

And regarding child poverty, what is left to do that could be key?

M.L.: Worldwide we are facing an increasing inequality. And inequality mostly hits vulnerable groups as women and children. They have less access to health care services – and need them most. Poverty and inequality are the main drivers of child mortality. MDGs 4 and 5 are the less achieved MDGs. Further efforts have to be made in order to reduce child mortality (achieve MDG4). The rate of this reduction in under-5 mortality was insufficient to reach the MDG target of a two-thirds reduction of 1990 mortality levels by the year 2015. 5.9 million children under the age of 5 died in 2015. The decline in neonatal mortality from 1990 to 2015 has been slower than that of post-neonatal under-5 mortality: 47% compared with 58% globally. More than half of these early child deaths are due to conditions that could be prevented or treated with access to simple, affordable interventions.

What would those conditions be?

M.L.: Leading causes of death in under-5 children are preterm birth complications, pneumonia, birth asphyxia, diarrhoea and malaria. About 45% of all child deaths are linked to malnutrition (which is strongly linked to poverty). Children in sub-Saharan Africa are more than 14 times more likely to die before the age of 5 than children in developed regions. Moreover, 19 million children

miss out on the most basic package of vaccines when about two-thirds of child deaths are preventable through practical, low-cost interventions. Health systems need to be strengthened at all levels and further efforts have to be made in order to achieve Universal Health Coverage (UHC).

What is the UHC about?

M.L: UHC is defined as ensuring that all people can use the promotive, preventive, curative, rehabilitative and palliative health services they need, of sufficient quality to be effective, while also ensuring that the use of these services does not expose the user to financial hardship. According to data from the World Bank, hundred million people fall into poverty each year because of the cost of accessing health services. UHC brings the hope of better health and protection from poverty for hundreds of millions of people - especially those in the most vulnerable situations.

You have mentioned before the role of inequality. This is an issue that needs to be faced in rich countries too.

M.L.: Inequality in income and wealth is growing everywhere, in developing, emerging (China, India) as well as industrialized countries (see Southern European countries like Spain and Greece), with highest regional levels in Latin America and Sub-Saharan Africa (for example South Africa, Namibia). Growing wealth and income inequality is an obstacle for poverty reduction – this is not only Oxfam's view, but also the perspective of actors like the IMF and the OECD. Evidence from the IMF, Asia, and more than 70 developing and transition countries show the same underlying patterns in the world's poorest countries: that public services tackle inequality.

How does inequality during childhood affect children in cases where it is combined with cultural factors, for example in the case of refugees or minorities immigrants' children?

C.P.: In the field of poverty, crises, violence, and general risk are real, habitual, and pressing elements, and this makes most measures, far from being preventive

and focused on mental health, reactive in nature. In many cases, they have a significant welfare and materialistic component. Thus, programs focused on a rapid eradication of problems when they are already crystallized (which is inherently paradoxical) prevail in these fields (at least in the Spanish panorama), and many of them are purely palliative.

C.B.: The penalties, separation, deprivation, and stress that refugee children face when they begin their migration process has a great impact on their growth, depriving them of normal psychological development. Having to witness the death or disappearance of one or more family members, having suffered abuse, violence or torture, along with the loss of their language, their culture, their identity, living in an artificial environment (refugee camp, shelter, lodging, etc.) leaves the child with almost no memories on her previous life. They cease to be children to become a "refugee". The loss of their cultural references and the acceptance of different parenting styles in the host society can cause mental health problems in children. The trauma caused by transportations, journeys, and stays in refugee camps with unhealthy or inhospitable life conditions, the lack of resources, and the poor psychological assistance makes all displaced persons, especially children, suffer from psychological stress, which should urgently be addressed. The fact of not living in a stable environment becomes indeed a cause of mental instability in the child who sees that her goals are no longer achievable due to uncertainty about their future, the loss of emotional and cultural force, and little attention paid to her material and non-material needs.

Poverty and migration are very often deeply connected. What do you think that could be the right attitude on the part of citizens in affluent countries with respect to child poverty and human mobility?

B.G.: I think the attitude should fundamentally be one based on knowledge, empathy, and collaboration. The solution involves the personal involvement of citizens in each country and the pressure on their governments. Only convincing them on the fact that these are issues we care about, we could get them involved and, in turn, we can only convince them if we really care about. For us to

really care about, being so able to involve others, knowledge and personal involvement in concrete situations of poverty and vulnerability is essential.

C.B.: Indeed. The perspective that should be taken from any country is the one respecting Human Rights as a tool to support the equal respect of all people. The media should maintain a less alarmist attitude towards the phenomenon of immigration. Sensationalist attitudes should be eradicated in the press. Media could in fact serve to eradicate racist messages. For me, many of these prejudices against diversity are based on mistaken data that need to be contrasted to avoid negative perceptions of these new citizens. It is also necessary to provide a positive image letting people know about their vital itinerary, their concerns, their problems, etc. Somehow, the aim is to find a happy midpoint between too idealistic view of the phenomenon and a problematic view of it.

M.L.: Citizens should advocate for improved access to information and for institutionalized relationships with CSOs to have regularly dialogues with civil society guaranteed. Therefore increased capacities and resources for local and national CSOs are needed. Both, CSOs in poor and rich countries, have to demand viable and ambitious national action plans and should participate in national policy dialogues in their countries. As the SDG agenda aims at "leaving no one behind", this requires especially the participation of the most vulnerable and marginalized people so they can claim their rights. Women must be central to realizing these goals. Closing the gap between the rich and the poor is one of the answers. We live in a world in which one per cent of the population owns as much as the rest of the world combined. 62 people own as much as the poorest half of the world's population.

C.B.: In relation to immigration, and following Kymlicka's claims, if we had a fair international distribution of resources we would not have the need to claim for the right to recreate your own culture in another country.

M.L.: In some areas it is hard to hold governments accountable due to shrinking space of NGOs, a lack of information of relevant processes or missing transparency with regard to agreements or investments of donors or the private sector. For this very reason it is more than important to participate as much as possible

to influence political decisions – Furthermore through the participation of children themselves as they are experts when it comes to their own needs.

C.P.: Certainly. While it is true that the child is always the weakest link in the family and social relationships, this does neither mean that the child's mind is passive, nor that children cannot take a creative role facing the experiences that they have to live. A consideration of the child as an agent and a valid participant in the processes that lead to resilience would probably mean the development of measures with an increased psycho-social component, with a more ideographic trait (i.e., concerned about the specific perceptions of children as individuals, and not as a generic population sector) and based on the use of communication systems more in line with the child's capabilities of symbolic management (among which play and art have a key role).

What kind of measures do you miss in order to grant children's wellbeing in especially vulnerable situations?

C.P.: In countries like Spain we still have a long way to go in developing a genuine culture of prevention. Probably, an important part of the negligence that exists on the needs on mental health of the vulnerable child population is due to material pressures affecting politics and the work in contexts of poverty.

C.B.: In the case of refugees, it is essential the intervention of psychologists and tutors, especially during the first stage, the host. We must reincorporate integration strategies in schools, the welcome and awareness that would have an impact on the acceptance of diversity by their classmates. Sadly, in recent times, there has been a deterioration in the acceptance of foreigners. In fact, the OECD[6] has published a report that reflects how the gap between foreign and native students has increased. Sometimes, as in the Community of Catalonia, we try to blame the student of foreign origin of the bad results of the PISA report. Although, according to the MIPEX[7] 2015, Spain obtained results above average in integration programs as regards the policies of labour integration, family reunification or obtaining permanent residency, education cuts have destroyed many integration programs. This translates into a scarcity in terms of support classrooms, reinforcement outside school, scholarships for specific

training programs to promote the relationship between the family and the education system; in short, this means a step backwards in integration.

C.P.: It is true that programs of educational content trying to incorporate a psycho-social component also exist, but these are also affected by some urgency and probably by the imperatives related to effectiveness, empirical validation, and optimization of the cost-results ratio. All these imperatives are in turn linked to political issues and not so much developed on genuine interest in what the child needs.

C.B.: This, alongside the lack of attention to the diversity in schools leads to a lack of a global vision on these issues.

What kind of social myths or prejudices do you find more frequently in your areas of work?

C.P.: As for the negligence in regard of mental health, I would emphasize the representations that we still manage about the child as a citizen and a social agent. These representations have at their base the premise, more or less articulated, that children have not yet developed their capabilities to process their experience, learn and express their needs and, therefore, actively participate in a series of discussions and measures that may contribute to their wellbeing.

M.L.: With respect to how to eradicate poverty, we have to overcome isolated growth-based strategies to fight poverty, taking into account planetary boundaries and the need to develop alternative economic models in a resource-constraint world. The challenge is to develop policies enabling the poorest to benefit most from economic growth. Experience shows that, despite some progress in for example, China, there is no automatic trickle-down effect that lets the poorest take advantage of growth (for example in Zambia). Whilst we saw poverty levels reduced by one billion between 1990 and 2015, still 836 million people live on less than 1.25 US-Dollar a day - rising inequality in many countries prevented greater progress.

C.B.: Unfortunately, the widespread misconceptions about immigrants remain in the popular discourse, which is closed to the acceptance of the other.

Equally wrong is the idea that immigrant students in classrooms reduce the educational level. As an example, a school in Valencia with 60% immigrant population of over 20 different nationalities was the first one in mathematics and language tests in their community. Another recurring topic in relation to migrants is that they collapse the healthcare services, when data contradicts that assertion. Another large urban tale is that they are living from subsidies, with very few beneficiaries thereof. They don't abuse, but they contribute to the Spanish pension system, collaborating with more money than they receive in benefits. Cultural integration also remains a source of contention between foreigners and native. And the belief that they do not want to adapt continues to grow. Knowledge of Spanish culture in order to integrate immigrants is measured in the test for the acquisition of Spanish nationality. I invite you to take it too. You may be surprised as there is the possibility that, despite being a native citizen, you may unknown some of the responses.

And in relation to the very common link between migration, poverty, and delinquency?

C.B.: The false claim that foreigners bring crime is, obviously, out of reality. It is easy to check in crime statistics that for every 100 crimes, 74 are committed by Spaniards (in Spain). Besides this, not having the documentation required by the host country is considered an offense, which increases the percentage. What it is considered an administrative fault rises to the category of offense if the "offender" is a foreigner.

C.P.: Our intervention and research experience with children living in a shantytown in the city of Madrid reveals that there is a strong tendency to stigmatize these children, and especially in the case of children of their group and culture of belonging: children belonging to a community of Romanian migrants from Roma ethnic. As in many other European countries, this ethnic group is the subject of stigmas that are very settled in the social imaginary. They are often looked through the filter of biases that tend to interpret their exclusion as the result of their own deviations as a nomadic group, unfit for

social integration, dangerous, and prone to commit crimes. Obviously, the almost exclusively coercive political responses that contribute to feed the stigmatization derive from this.

C.B.: We'll have to be very careful about the messages we send since they can cause a fatal effect of revulsion in society, fostering attitudes of rejection and confusion among the citizens.

In fact, some researchers have pointed out that poverty is linked to feelings of shame and guilt, which leads to the perpetuation of poverty as it makes harder to break the circle of poverty and exclusion.

C.P.: I think that, indeed, shame is a central part of the experience of "being poor". It is the natural result of some of the situations that define chronic poverty, such as powerlessness, inability to participate in social life, stigmatization, or feelings of ineffectiveness, among others.

C.B.: Certainly all people who suffer extreme poverty fall into the most absolute of defencelessness that this produces. Many of them cannot avoid that feeling of anguish and desolation that gives them the misery linked to the sense of shame felt by having to face their families and friends in such dramatic conditions.

C.P.: I believe that this shame is related to the assessment that the individual makes in relation to the distance between social standards and their personal situation (for example, the father realizes that, unlike most parents, he cannot feed their children).

C.B.: Poverty as a social condition goes beyond the lack of comfort, crossing the boundaries of decorum and abounding the area of exclusion. This creates a sense of shame or guilt, producing a reduction in self-esteem.

M.L.: The growing gap between the rich and the poor can lead to frustration and a feeling of helplessness. We need redistributive policies to welcome the richest people back in touch with the rest of society and challenge the powers that are behind the policies that lead to inequality, e.g. rich elites that are influencing

politics. Inequalities undermine the development of human potential, and children from disadvantaged families quickly fall behind.

C.P.: But I also believe that there are a number of early experiences affecting children in poverty since it is small, and that define the consolidation of strong feelings of shame even before these children can make a comparison between the standards of their environment and themselves. These experiences of traumatic nature include abuse, persecution, sexual abuse, neglect and abandonment, emotional abuse, among others. These types of traumas install early on in the children's experience a perception of themselves as incapable, as guilty of negative events that affect them, as contaminated and "dirty", as an object of their abusers' contempt and hatred, etc. All these perceptions, gradually built through repeated trauma, influence the development of a basic sense of shame.

M.L.: Actually, how children feel about themselves and their wellbeing is both a major indicator of inequality and also a channel for the transmission of poverty.

How could this be reversed?

C.P.: Obviously, the first step to avoid these results is the eradication of poverty. Before this, any attempt to rebuild or repair the child's identity is doomed to be a partial success. That said, measures to reduce the poverty-related shame could include, among others, to give the child an active role in the exercise of their rights back, as well as the expression of their needs and participation in the processes leading to change their situation

M.L.: Exactly. But by taking action and by getting involved in local activities and social movements it is possible to change unjust structures and policies.

C.P.: Also the protection and improvement of family relationships, where the aforementioned traumas often occur. Likewise, this work may enable the family to become a right "shield" in front of the trauma. In addition, the development of interventions based on the dialogue with the children through languages that are natural to them (art, play, fantasy), and that aim to articulate the traumatic experiences and (re)construct an image of themselves.

M.L.: Educational opportunities are still unequally distributed, although education is a suitable means to overcome inequality and poverty. Unfair/missing access to education, health care and social protection can deepen existing inequalities. Free public health and education services are a strong weapon in the fight against economic inequality. They mitigate the impact of skewed income distribution, and redistribute by putting 'virtual income' into the pockets of the poorest women and men.

Do poverty, stigmatization, and social exclusion during childhood affect differently girls and boys? Have you found a gender bias?

C.P.: In some communities affected by exclusion, as the one we have studied in our team (the Roma culture), men and women play very different roles in culture, and are subjected to very different rules as to coping and expression of discomfort. This ultimately influences the different impacts of poverty on children.

M.L: Inequality and social exclusion and discrimination start at a very early age. Inequalities open up during middle and later childhood, as children grow up.

C.B.: Unfortunately, the "feminization of poverty" is a fact. We see millions of children and adolescents in the world who are forced to leave their homes, families, and schools, facing extreme risks. Mafias, trafficking, sexual and gender based violence, and the deprivation of one of the greatest right, i.e. education, are some of the barriers they have to overcome. Given the data from February 2016, 60% of the 4.4 million Syrian refugees are girls and women. In this sense, it is necessary to take action on the matter and propose policies that go in the direction of reducing the vulnerability that is multiplied simply by being a girl or a woman.

M.L.: Considerable challenges remain, with gender disparities widening at each cycle of the education system and the poorest girls remaining at stark disadvantage.

C.B.: The UN has warned regarding the needs of migrant women and their daughters. Many of them are fleeing alone with their children to avoid the horror of war.

However, although it is obvious that their needs and vulnerabilities are broad and specific, they do not get an adequate response.

And how is this gender bias expressed in your areas of expertise?

C.P.: The culture we studied prescribes higher levels of conformism and very low levels of expression of dissatisfaction and anger in women. It is important to note that these emotions are precisely two key drivers of social and political empowerment. An investigation into the play patterns of children whom we have studied reveals that while boys develop an expressive traumatic game (with a display of intense emotions, catastrophes, aggressiveness and motor discharge), girls have a mechanical or constrained play (based on the repetition of a mechanical act without content, such as compulsive drawing of a graphic pattern or passing the ball with the examiner, without expressing or exchanging information). We do not have data about what of these two ways of expressing the trauma is healthier, but it seems clear that they are an early reproduction of the cultural norms that differentiate coping with poverty and trauma based on gender, for this specific culture. In any case, we believe that these differences can be replicated in other poor communities.

C.B.: Although I have not seen in my direct experience any case of greater exclusion by the fact of being a girl, I do know, and so is reported in the media, that girls are exposed to a triple discrimination, suffering from the gender, sexual violence, and exploitation. The overcrowding experienced in some shelters and the lack of privacy multiply the risk of abuse. The inhumane conditions that they come to bear, the lack of locks on the doors, the shared bathrooms, and the common rooms for men and women contribute to the insecurity of women and girls.

M.L.: Girls are the first ones that have to step back when families have to pay for essential services. Moreover, school related gender based violence is one of the worst manifestations of gender discrimination and holds back education attainment. In terms of access to education, the numbers of UNESCO show that no country in Sub-Saharan Africa has achieved gender parity in both primary and secondary education. There still only 92 girls per 100 boys in

primary school in the region. In Guinea and Niger, approximately 70% of the poorest girls had never attended school compared with less than 20% of the richest boys. Likewise, child marriages remain a persistent barrier to girls' education. If exiting laws on age of marriage were enforced, this would result in an overall 39% increase in years of schooling in sub-Saharan Africa.

C.B.: Indeed. That is why some organizations working for children made an urgent appeal to the society and the political class demanding them to assume their responsibility in protecting all children, not only in poverty but also refugees.

And finally, to conclude, what have you learnt through your work that you did not expect and that society should be aware of?

M.L: For my part I would highlight the enormous impact that inequality has on children's live and opportunities and that is reflected in all areas of life. Inequalities in children's development originate in multiple disadvantages, which compound to affect children's long-term outcomes. I would also point out the huge burden, but also the incredible strength of women to defend their children's rights.

C.P.: From our research we have learned mainly that children and adolescents affected by poverty have the right and are able to actively participate in a dialogue about their own situation and in making decisions regarding measures for change.

C.B.: In my case I have learned to respect and value their cultural identity, considering it equally valid, and not be a problem, but rather a source of enrichment. I have learned that the commitment to build welcoming societies lies within everyone, both refugees and natives by the attentive and constant listening to the needs and demands of both parties. I have learned that discrimination is simply the inability to accept what is different, leading to racist and xenophobic behaviours. And finally, I learned that the concept of "third culture" is essential for making the bidirectional integration process a success.

Notes

1. Her blog can be found at the following link: https://www.oxfam.de/english

2. This report can be found at: https://www.savethechildren.es/publicaciones/los-derechos-humanos-tambien-son-cosa-de-ninos

3. Global Aliance for Vacination http://www.gavi.org/

4. Movement for Peace, Disarmament, and Freedom.

5. Refugee Reception Center (Seville).

6. Organization for Economic Cooperation and Development

7. Immigration and Integration Policies Index