Extremism, Radicalisation, Citizenship

Project N°:871092

ACTIVITY 5.2: DESIGN OF A PREVENTION AND MANAGEMENT PLAN

Deliverable N°: 0000

Title of the document	ACTIVITY 5.2: DESIGN OF A PREVENTION AND MANAGEMENT PLAN	
Work Package	5	
Activity or Deliverable		
Deadline	15/11/2021.-	
WP leader	CIFAL MÁLAGA	
Partners involved	CIFAL MÁLAGA, TM, KEMEA, MALAGA, FHS	
Author(s): Name and Institution	Santiago Espeleta, Cifal Málaga	
Collaborator (s): Name and Institution	Alfiya Urazaeva, Luis Macua Cifal Málaga	
Version and Date of the document	02/11/2021.-	
Status	Draft x	Final

CONTENT

Contenido

GRANT AGREEMENT: 871092 // EXTREMISM, RADICALIZATION AND CITIZENSHIP (RAD2CITIZEN)

WORK PACKAGE 5. ACTION AND TRAINING PLANS TO COORDINATE MANAGEMENT OF MIGRATORY FLOWS AND ASSOCIATED IDENTITY-BASED CONFLICTS

ACTIVITY 5.2: DESIGN OF A PREVENTION AND MANAGEMENT PLAN

KEY WORDS: ANALYSE-INFORMATION-EXPERIENCE-EU MEMBER STATES-MANAGEMENT OF MIGRATORY FLOWS-IDENTITY BASED CONFLICTS-PREVENTION-VIOLENT RADICALIZATION-PLANIFICATION.

TITLE: Action and training plans to coordinate management of Migratory Flows and Associated Identity-Based Conflicts

1. OBJECTIVES

This WP relates to managing the resolution of conflicts and support for identity construction for the target public in migratory situations. Potential identity-based conflicts and a failure to take these into consideration are a cause of frustration and misunderstanding that fosters radicalisation and violence. They therefore constitute a threat to social unity. The aim of this work package is to help to establish a balance between the original cultural identities of migrants and a feeling of belonging to their community of settlement and the experiences of exclusion and in the following a struggle for recognition. This balance is based on acceptance of the fundamental values and institutions of the new host community.

We will therefore work to improve the content and practices implemented within the EU in relation to identity-based conflicts generated by migratory flows. Through sharing knowledge and further analysis (Activity 1), we will develop an outline of practices that will be included in a specific, more detailed plan (Activity 2). This plan will be used to develop a series of mechanisms that, when applied in practice, will enable more appropriate treatment of immigration and identity-based conflicts within the EU. As a result, the WP includes not only analysis and extension of knowledge, but also the creation of a training plan (Activity 3) and the implementation of training actions of this type (Activity 4). Lastly, this WP will also include an evaluation of the results (Activity 5).

This WP will create an innovative way of understanding the theme of the methodologies for preventing and managing radicalisation linked to migratory flows and identity-based conflicts.

The results over these 33 months of action will facilitate the decision on the next steps to take once the action has been completed.

ACTIVITY 5.2: DESIGN OF A PREVENTION AND MANAGEMENT PLAN

We are going to analyse the information collected and use the experience developed in the EU Member States, in relation to management of migratory flows and identity-based conflicts in order to prevent violent radicalisation, to design a new specific plan to prevent and manage identity-based conflicts associated with migratory flows. In cooperation with CIFAL Malaga and the City Council of Málaga, Toulouse Métropole will take part in this task, because it has experience in intercultural mediation as part of actions implemented by the specialised Toulouse Métropole prevention service for young people.

The resulting plan will be different from the plan previously applied by the city of Málaga, which is very cross-functional. We would like this new plan to focus on the content of migratory flows and identity-based conflicts. We will ensure that the design of the plan is conducive to its application in any organisation within the European Union that would like to develop actions of interest for that organisation identified in this prevention plan. Toulouse Métropole will contribute to the development of this plan.

2. GENERAL OVERVIEW

International Organization for Migrations: [Definition of "Migrant"](#)

IOM defines "Migrant" as an umbrella term, not defined under international law, reflecting the common lay understanding of a person who moves away from his or her place of usual residence, whether within a country or across an international border, temporarily or permanently, and for a variety of reasons. The term includes a number of well-defined legal categories of people, such as migrant workers; persons whose particular types of movements are legally-defined, such as smuggled migrants; as well as those whose status or means of movement are not specifically defined under international law, such as international students.

Note: At the international level, no universally accepted definition for "migrant" exists. The present definition was developed by IOM for its own purposes and it is not meant to imply or create any new legal category.

2.1. SITUATION OF WORLD MIGRATION

According to the data provided by the UNHCR (United Nations High Commissioner for Refugees – UN Refugee Agency), there are about 763 million internal migrants worldwide and 271.6 million international migrants equivalent to the fifth most populous country in the world. Over 70.8 million people are forced to leave their homes due to armed conflicts, generalised violence, or natural disasters. Out of these migrants, almost 26 million are refugees, 41.3 million are internally displaced, and 3.5 million are asylum applicants. Sadly, the Mediterranean Sea has become the largest cemetery in the world where more than 17,821 people have lost their lives in the last five years.

Source: Migratory Flows at the borders of our world. Mateos, Duran, Villaseñor, Martinez. Edited by Instituto Universitario de Estudios sobre Migraciones Comillas.

Number of international migrants, by regions of origin and destination, 2020
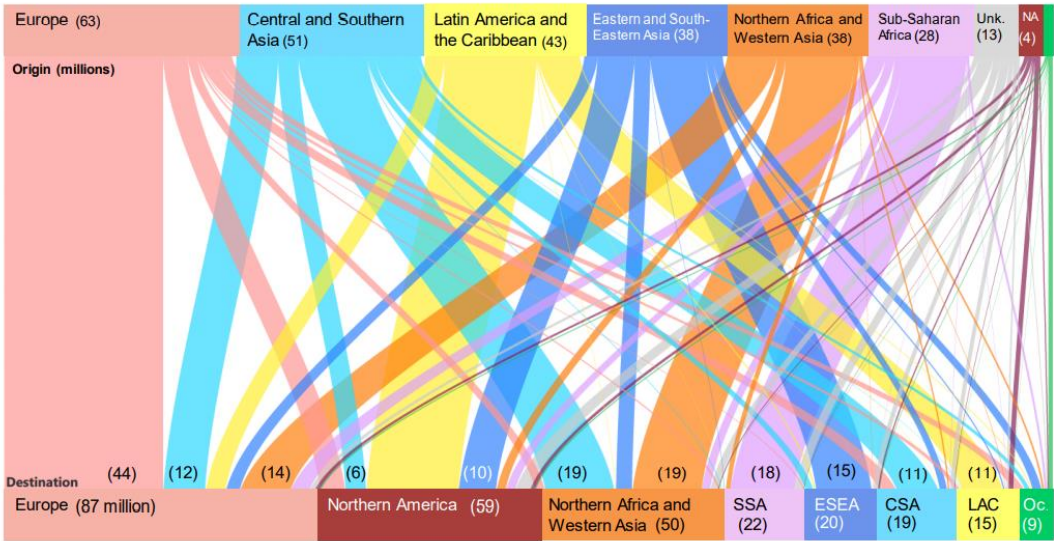
Source: United Nations Department of Economic and Social Affairs, Population Division (2020b). *International Migrant Stock 2020*.
Note: The category "Unk." refers to unknown origin, the category "NA" to Northern America, the category "Oc." to Oceania, the category "SSA" to sub-Saharan Africa, the category "ESEA" to Eastern and South-Eastern Asia, the category "LAC" to Latin America and the Caribbean, the category "CSA" to Central and Southern Asia.

In terms of regional migration corridors, Europe to Europe was the largest globally, with 44 million migrants in 2020, followed by the corridor from Latin America and the Caribbean to Northern America, with nearly 26 million. Between 2000 and 2020, some regional migration corridors grew very rapidly. The corridor from Central and Southern Asia to Northern Africa and Western Asia grew the most, with 13 million migrants added between 2000 and 2020; more than tripling in size. The majority of that increase resulted from labour migration from Bangladesh, India, Pakistan, Nepal and Sri Lanka to the countries of the Gulf Cooperation Council (GCC) (Valenta, 2020). While it is too soon to understand the full extent, the COVID-19 pandemic in 2020 may have slowed the growth of this regional migration corridor. In many of the GCC countries, tens of thousands of migrant workers in the construction, hospitality, retail and transportation sectors lost their jobs due to the pandemic and were required to return home (UN-Habitat, 2020).

Source: International Migration 2020 Highlights. UN. Department of Economic and Social Affairs.

Migration to and from the EU

Migration numbers in 2019

2.5 million persons
immigrated to the EU

0.9 million persons
emigrated from the EU

Total net immigration to the EU: 1.5 million persons

Fact to consider: Without migration, the European population would have shrunk by half a million, given that 4.2 million children were born and 4.7 million people died in the EU.

In 2019, 3 million **first residence permits** were issued in the EU for the following reasons:

Other 9%
Asylum 9%
Education 14%
Work 41%
Family 27%
Highcharts.com
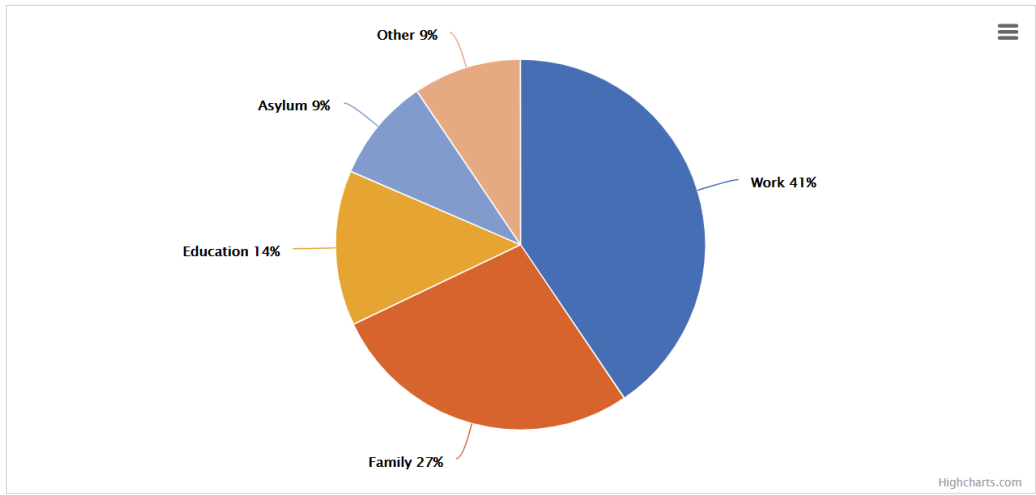
Source: Eurostat

Top 10 nationalities of first residence permits (2019)
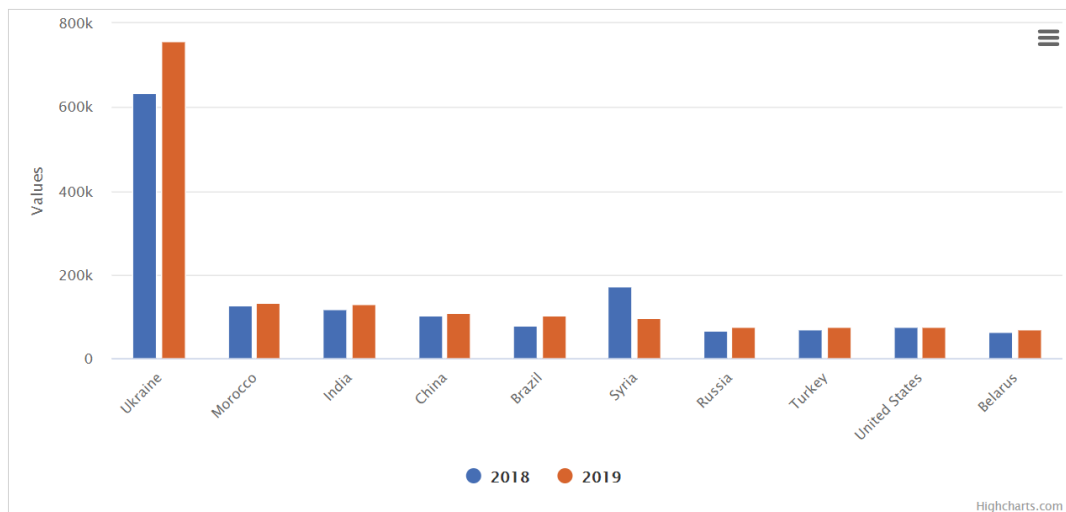
Source: https://ec.europa.eu/info/strategy/priorities-2019-2024/promoting-our-european-way-life/statistics-migration-europe_en

2.1.1. Policies to facilitate orderly, safe, regular and responsible migration and mobility of people

When supported by appropriate policies, international migration can contribute to inclusive and sustainable economic growth and development. The 2030 Agenda for Sustainable Development recognises this critical interlinkage in target 10.7 (facilitate orderly, safe, and responsible migration and mobility of people, including through implementation of planned and well-managed migration policies). The Global Compact for Safe, Orderly and Regular Migration, a non-legally binding framework for international cooperation among all relevant actors on migration, also explicitly recognizes the importance of effective, evidence-based migration policies and practices for optimising migration's positive development outcomes.

AGENDA 2030

2.1.2. Global Youth Population reference

According to the latest United Nations estimates of the world's population, in 2019 youth numbered 1.2 billion persons between ages 15 and 24 years, or around one in every six persons worldwide. The number of youth in the world is projected to grow by 7 per cent to 1.3 billion by 2030, the target date for achieving the Sustainable Development Goals (SDGs). The following key messages are based on World Population Prospects 2019 and other recent or forthcoming publications by the Population Division of the United Nations Department of Economic and Social Affairs (UNDESA).

United Nations' ten key messages

1. The global youth population is expected to peak at nearly 1.4 billion persons around 2065. In 2019, there are about 1.2 billion youth aged 15 to 24 years in the world, or 16 per cent of the global population. Around 2065, the world's youth population is projected to reach its peak, at just under 1.4 billion persons (13%). The share of youth in the total population peaked at 19.3 per cent in 1985. In 2019, Central and Southern Asia were home to the largest number of youth (361 million), followed by Eastern and South-Eastern Asia (307 million) and sub-Saharan Africa (211 million).

2. The youth population in the poorest countries is projected to increase 62 per cent by 2050. In the 47 least developed countries, the youth population is projected to increase by 62 per cent over the next three decades, rising from 207 million in 2019 to 336 million in 2050. The largest increases are expected in sub-Saharan Africa (+89%), Oceania (+38%) and Northern Africa and Western Asia (+28%).

3. Education and youth employment are essential for reaping the "demographic dividend" The temporary increase in the relative size of the working-age population following a sustained decline in the fertility level offers an opportunity for a "demographic dividend", which may lead to increased investments and an accelerated rate of economic growth per capita. The ability of countries to harness this dividend and achieve the Sustainable Development Goals (SDGs) by 2030 depends critically on ensuring access to health care (SDG 3) and education (SDG 4) for all young people, and on providing productive employment and decent work for all, especially youth (SDG 8).

4. By 2050, some regions will experience a reduction in their youth populations. Decreasing youth populations are the result of sustained low levels of fertility, and, in some places, high rates of emigration. The regions that are projected to experience the largest decrease in the number of young people are Eastern and South-Eastern Asia (a decrease of 15%), Latin America and the Caribbean (-13%), and Europe and Northern America (-5%). A reduction of youth in the population bears the consequence of fewer people entering into the workforce.

5. The amount of youth having children has decreased at a faster pace than the reduction of the population as a whole. Fertility among women aged 15 to 24 years fell from 244 births per 1,000 women during 1990-1995 to 178 births per woman during 2015-2020, a decrease of 27 per cent. During this period, the decrease in the number of births among adolescents aged 15 to 19 years (-34%) exceeded that of young women aged 20 to 24 years (-25%) and of women aged 15 to 49 years (-18%). The global share of births to mothers aged 15 to 19 years, expressed as a fraction of all births, fell from 11 per cent during 1990-1995 to 9 per cent during 2015-2020.

6. Childbearing among young people remains high in some developing regions. In 2019, the share of births to mothers aged 15 to 24 years remains above the global average of 36 per cent in Latin America and the Caribbean (41%) and in Central and Southern Asia (38%). For women aged 15 to 19 years, fertility remains relatively high also in Eastern and South-Eastern Asia, except Japan. By 2045-2050, the proportion of births among mothers aged 15 to 24 years is projected to exceed the global average of 30 per cent in sub-Saharan Africa and in Latin America and the Caribbean (33% in both regions).

7. While young women's fertility is projected to fall globally, regional trends differ greatly. Between 2015-2020 and 2045-2050, the birth rate among women aged 15 to 24 years is projected to fall by 26 per cent, more than twice the rate for women aged 15 to 49 years

(-11%). This decrease is projected to be the most pronounced in Europe and Northern America (-44%), followed by Central and Southern Asia (-40%), Australia and New Zealand (-36%), sub-Saharan Africa (-35%), Latin America and the Caribbean (-30%), Northern Africa and Western Asia (-28%), Eastern and South-Eastern Asia (-27%) and Oceania3 (-27%).

8. Contraceptive use among adolescents has increased worldwide since 1990. Worldwide, the prevalence of contraceptive use among unmarried adolescents aged 15 to 19 years increased from 3.8 per cent in 1990 to 7.4 per cent in 2019. Contraceptive use among married adolescents was higher, increasing from 15 per cent in 1990 to 31 per cent in 2019. Despite the rise in contraceptive use among adolescents, there has been only a modest reduction in the unmet need for family planning in this age group.

9. Postponement of marriage is key to reducing adolescent fertility. Marriage influences both contraceptive use and adolescent childbearing. Between 1990 and 2019, the proportion of adolescents aged 15 to 19 years who were married or in a union fell by 23 percentage points in Central and Southern Asia, followed by sub-Saharan Africa (12 percentage points), while Latin America and the Caribbean experienced only a small decrease (1 percentage point). Among women aged 20 to 24 years, the proportion who were married or in a union fell in all regions, with the largest reduction in Europe and Northern America (21 percentage points).

10. The share of youth migrants varies greatly among regions. In 2017, the estimated number of young people aged 15 to 24 years living outside their country of birth reached 28 million, constituting 11 per cent of the global migrant population (258 million). The proportion of migrants aged 15 to 24 years among all international migrants is the highest in sub-Saharan Africa (16%), followed by Eastern and South-Eastern Asia (13%), Latin America and the Caribbean (13%), Central and Southern Asia (12%), Northern Africa and Western Asia (12%), Oceania (11%), and Europe and Northern America (9%).

Note: The United Nations, for statistical purposes, defines *youth* as a person between the ages of 15 and 24. Report of the Advisory Committee for the International Youth Year. A/36/215. Annex. 2. https://www.un.org/development/desa/dpad/wp-content/uploads/sites/45/publication/ldc_list.pdf 3. Excluding Australia and New Zealand.

Source: Prepared by the Population Division of the United Nations Department of Economic and Social Affairs. These key messages are based on World Population

Prospects 2019: Highlights presenting the main results of the 26th round of global population estimates and projections, and on other recent and forthcoming publications prepared by the Population Division, available at www.unpopulation.org

Nearly 40% of the world's population is 24 years and younger, the number of youth between the ages of 15 and 24 is 1.1 billion. This is the largest proportion of youth in history and they must be a central part of global PVE efforts to curb violent extremism in the future.

Global Youth Population

Where do young people live?

1.8 BILLION YOUTH POPULATION

90% LIVE IN LESS DEVELOPED COUNTRIES

1 IN 3 LIVE IN COMMONWEALTH COUNTRIES

Global youth population by region:

6% EUROPE
3% RUSSIA & EURASIA
4% NORTH AMERICA
3% CENTRAL AMERICA & THE CARIBBEAN
7% MENA
29% ASIA-PACIFIC
26% SOUTH ASIA
3% SOUTH AMERICA
15% SUB-SAHARAN AFRICA

Source: **UN Data**
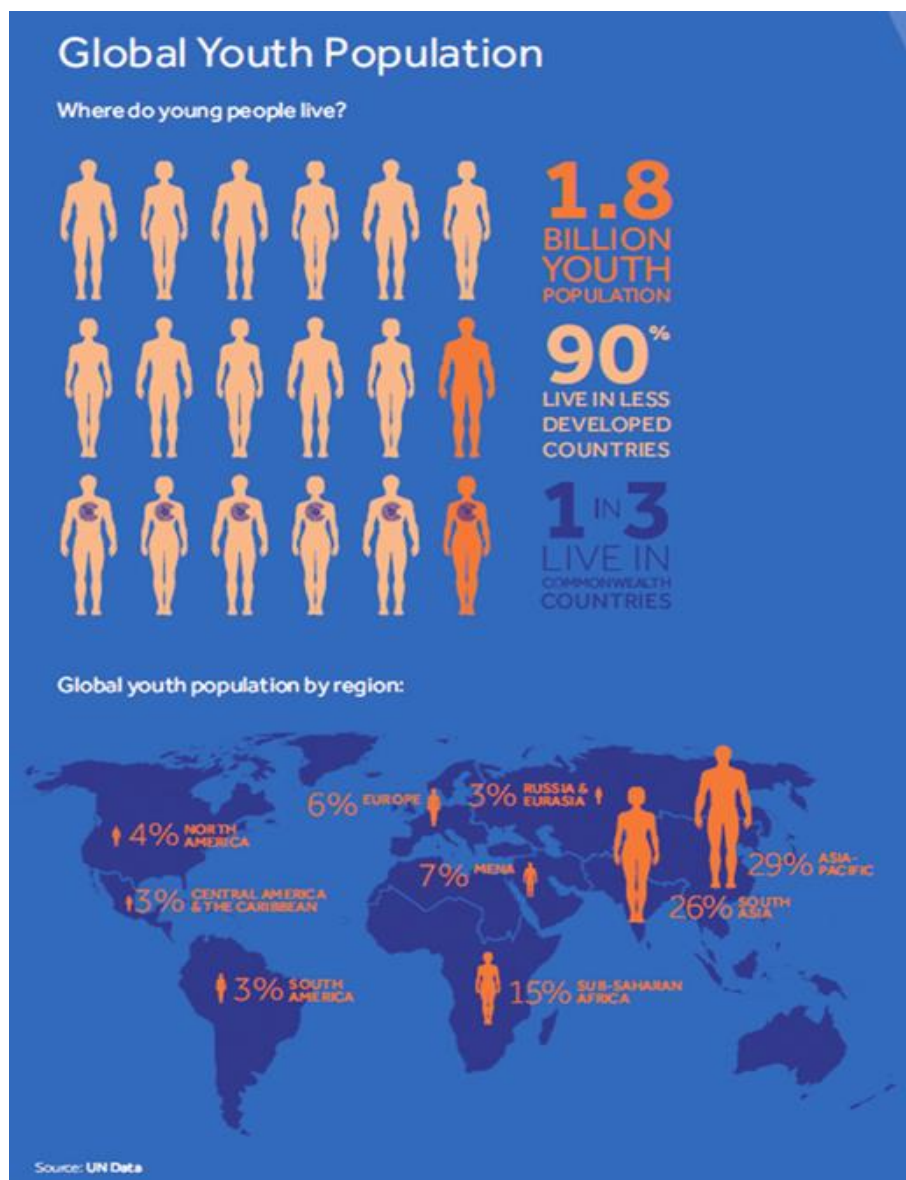
2.2. CHARACTERIZATION OF THE SPANISH SOUTHERN BORDER

2.2.1. An Overview of the European Southern Border

There are mainly three entry routes of migratory flows to Europe from the Mediterranean area: the eastern, central and western routes. (Figure 1). In a broad sense, these three routes, or the route they form together, would make up what is called the southern Border in the European area.

These routes had traditionally been travelled by Moroccan and Algerian citizens who sought to reach France, Italy and Spain. However in recent years the number of immigrants from West, Central and even North-East Africa has increased.

Source: Migratory Flows at the Borders of our World. Mateos, Duran, Villaseñor, Martinez. Edited by Instituto Universitario de Estudios sobre Migraciones. Comillas

The Operational Data Portal (web site of UNHCR, The UN Regugee Agency) shows real time information regarding refugee situations

https://data2.unhcr.org/en/situations/mediterranean

Figure 1.

Situation of Migratory Flows Mediterranean: refugees and migrants arriving to Spain, Italy, Greece, Malta and Cyprus. 2021.

Dead and missing in 2021 (estimate)

JSON

762

Last updated 31 May 2021

Previous years	Arrivals *	Dead and missing
2020	95,031	1,401
2019	123,663	1,335
2018	141,472	2,270
2017	185,139	3,139
2016	373,652	5,096
2015	1,032,408	3,771
2014	225,455	3,538

* Include sea arrivals to Italy, Cyprus, and Malta, and both sea and land arrivals to Greece and Spain (including the Canary Islands). Data are as of 31 December 2020 for all countries except Cyprus for which last available data are as of 31 August 2020.

Situation of Migratory Flows Mediterranean: refugees and migrants arriving to Spain, Italy, Greece, Malta and Cyprus. 2021.
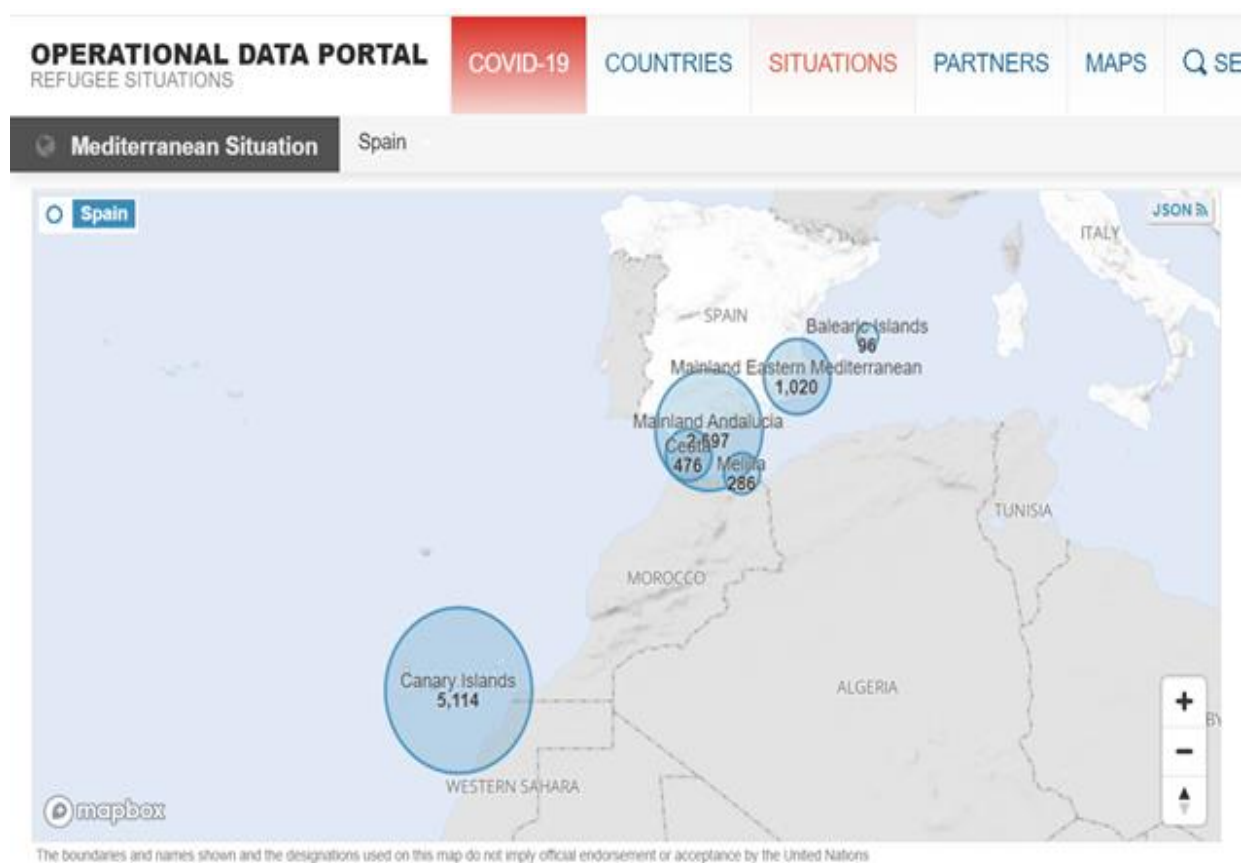
Most common nationalities of Mediterranean sea and land arrivals from January 2021

.CSV JSON

NOTE: Detailed data on countries of origin of arrivals to Spain in 2021 has yet to be made available by relevant authorities.

Country of origin	Source	Data date	Population	
Tunisia		30 Apr 2021	12.8%	1,385
Côte d'Ivoire		30 Apr 2021	11.1%	1,207
Bangladesh		30 Apr 2021	8.7%	939
Guinea		30 Apr 2021	7.5%	814
Syrian Arab Rep.		30 Apr 2021	7.4%	797
Afghanistan		30 Apr 2021	5.9%	635
Egypt		30 Apr 2021	5.4%	585
Sudan		30 Apr 2021	5.4%	580
Somalia		30 Apr 2021	4.4%	482
Eritrea		30 Apr 2021	4.1%	449

Situation of Migratory Flows Mediterranean: Most common nationalities of Mediterranean sea and land arrivals 2021.

Situation of Migratory Flows Mediterranean: Spain 2021.

Country of origin	Source	Data date	Population	
Algeria		30 Sep 2020	39.5%	7,644
Morocco		30 Sep 2020	20.3%	3,925
Mali		30 Sep 2020	12.6%	2,436
Guinea		30 Sep 2020	7.6%	1,464
Côte d'Ivoire		30 Sep 2020	6.6%	1,282
Others		30 Sep 2020	5.1%	996
Senegal		30 Sep 2020	4.8%	924
Tunisia		30 Sep 2020	1.4%	279
Syrian Arab Rep.		30 Sep 2020	1.3%	258
Cameroon		30 Sep 2020	0.8%	147
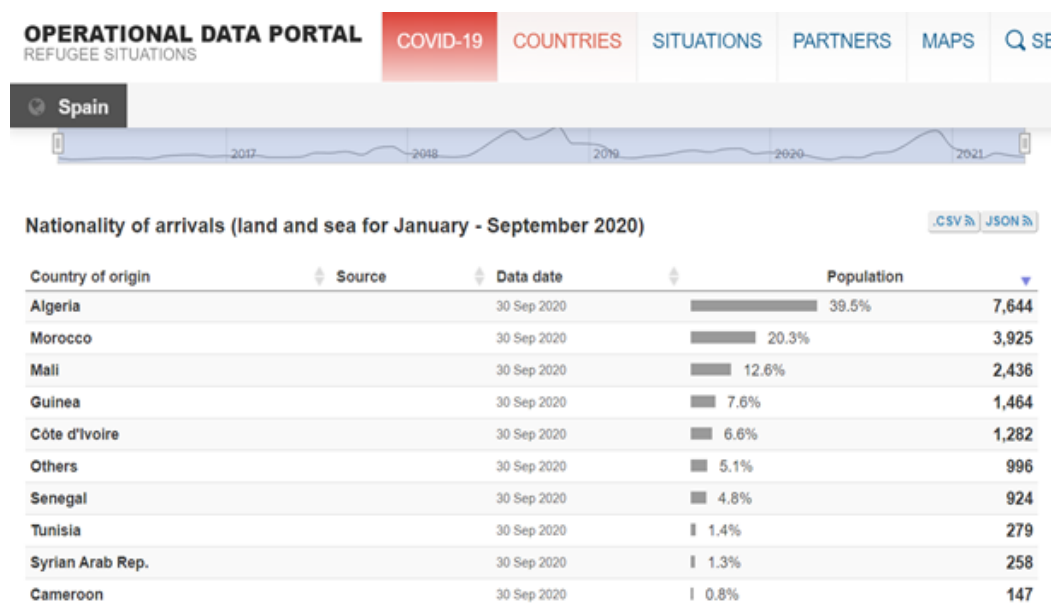
Situation of Migratory Flows Mediterranean: Nationality of arrivals to Spain 2021.

Total arrivals in 2021 *	JSON
9,689	
Last updated 16 May 2021	

Sea arrivals in 2021 *	JSON
9,427	
Last updated 16 May 2021	

Land arrivals in 2021	JSON
262	
Last updated 16 May 2021	

Previous years	Sea arrivals*	Land arrivals	Dead and missing**
2020	40,326	1,535	329
2019	26,168	6,345	510
2018	58,569	6,814	811

Situation of Migratory Flows Mediterranean: Arrivals to Spain 2021.

2.3.   THE CITY OF MALAGA

As a result of its geographic characteristics, the city of Malaga has experienced significant migratory flows over an extended period of time, and a large number of foreigners are welcomed continuously. Various groups, nationalities, cultures and religions, coexist respectfully in the city, facilitated by the integration strategies elaborated by the local government. In response to the needs and priorities of local actors of the region, as well as the extensive experience that the city already has, the City of Malaga is committed to contribute to the design of future strategies for the coordination and management of Migratory Flows and Associated Identity-Based Conflicts.

2.3.1.   Socio-economic information

❑ Málaga is the sixth largest city in Spain in number of inhabitants and it has one of the highest population growth rates in Spain.

- Málaga is the economic and technological capital of the Autonomous Community of Andalusia. With its climatological quality and wide variety of leisure and cultures, it is a unique city based on synergies.

- In the 2016 Eurobarometer survey carried out by the European Commission, Málaga was ranked among the top ten European cities in terms of quality of life.

- From the data of the National Statistics Institute, Málaga was the third province with the greatest economic advance in Spain during 2000-2013, with a 75 % GDP (gross domestic product) increase. In 2016, Malaga experienced a 3% growth in GDP.

- The capital of the Costa del Sol has a geostrategic location, making it one of the most important communications and transport centers in Spain. The Malaga International Airport ranks third in volume of flights and passengers nationwide and is among the 20 most important airports in Europe.

- More than 50% of the passengers who visit Andalusia by plane either embarked or disembarked in Malaga; therefore, it is a major destination for all air traffic in Andalusia as well as at the national level. Fifty airline companies connect the capital of the Costa del Sol with direct flight to more than 140 destinations throughout Europe, Africa and America.

- Malaga Seaport is the second-largest cruise ship port in Spain, able to dock the largest cruise ships in the world. In 2016, more than 450,000 passengers arrived in Málaga by sea. The Málaga Port's economic activity consists of transportation of merchandise. Since it is a Gateway to the Mediterranean, a nexus of union with Africa and a via to Latin America, it is no surprise that it is a strategic node for maritime communications.

- Málaga's logistic and transport infrastructures consist of an extensive network of integrated highways and a high-class railway infrastructure with the High Speed Train (AVE), which links Malaga with the main Spanish cities (Madrid, Barcelona and Saragossa). Since the AVE arrived in 2007, some 16 million passengers have passed through the Malaga train station.

## 2.3.2. Location in Spain and Population Structure

Málaga: Municipality, capital of the Province of Málaga, in the Autonomous Community of Andalusia, Spain Territory and Population information

Area: 395km2
Perimeter: 145km
Number of centers: 14
Population Density: 1,46/km2
Elevation: 11m over sea level

Población

|			
Población total. 2020	578.460	Número de extranjeros. 2020	50.080
Población. Hombres. 2020	277.789	Principal procedencia de los extranjeros residentes. 2020	Marruecos
Población. Mujeres. 2020	300.671	Porcentaje que representa respecto total de extranjeros. 2020	19,5
Población en núcleos. 2020	573.589	Emigraciones. 2019	17.516
Población en diseminados. 2020	4.871	Inmigraciones. 2019	22.543
Edad media. 2020	42,1	Nacimientos. 2019	4.622
Porcentaje de población menor de 20 años. 2020	20,4	Defunciones. 2019	4.816
Porcentaje de población mayor de 65 años. 2020	17,9	Matrimonios. 2019	2.092
Variación relativa de la población en diez años (%). 2010-2020	1,8		

Further information about the population structure:
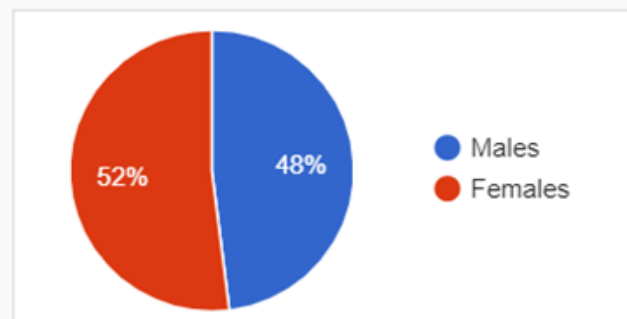
Gender (E 2020)	
Males	277,789
Females	300,671
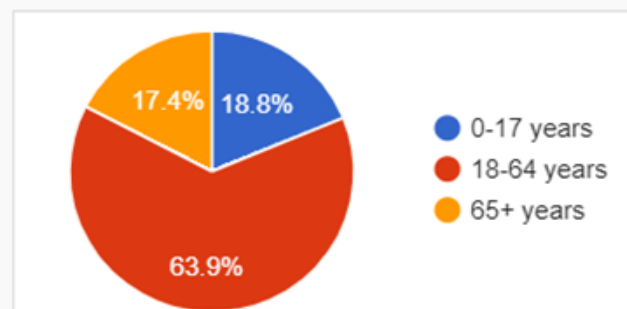
Age Groups (E 2018)	
0-17 years	107,156
18-64 years	364,727
65+ years	99,143
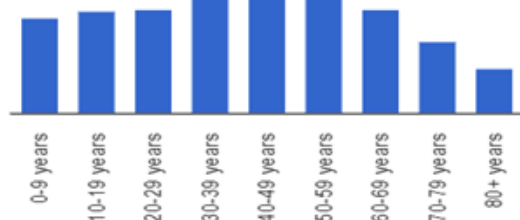
Age Distribution (E 2018)	
0-9 years	57,440
10-19 years	61,203
20-29 years	62,363
30-39 years	83,403
40-49 years	92,148
50-59 years	82,192
60-69 years	61,746
70-79 years	43,235
80+ years	27,296
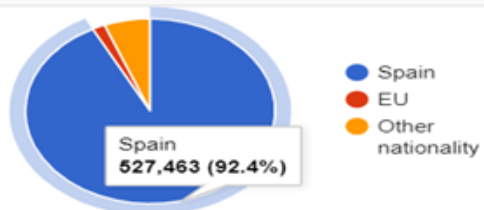
Nationality (E 2018)	
Spain	527,463
EU	9,518
Other nationality	34,045
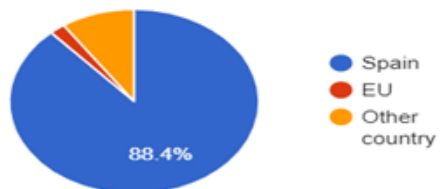
Country of Birth (E 2018)	
Spain	504,931
EU	11,487
Other country	54,608

Source: Instituto Nacional de Estadística, Madrid (https://www.ine.es/).

Information about Population Structure in Málaga. Source: National Statistics Institute, Madrid.

1. Población Extranjera Total en Málaga

Número de extranjeros y porcentaje del mismo con respecto al total de habitantes.

	Población Comunitaria	%	Población Extranjera	%	Población Nacional	%	Total Habitantes
2020	11.568	1,99	39.542	6,81	529.359	91,20	580.469
2019	10.413	1,81	36.452	6,33	529.229	91,87	576.094

Porcentajes de la Población Extranjera en Málaga 2020

2. Población Extranjera según Sexo en Málaga.

MUJERES	Comunitarias	%	Extranjeras	%	Total Mujeres
2020	5.744	22,15	20.191	77,85	25.935
2019	5.249	22,13	18.473	77,87	23.722

HOMBRES	Comunitarios	%	Extranjeros	%	Total Hombres
2020	5.824	23,13	19.351	76,87	25.175
2019	5.164	22,31	17.979	77,69	23.143
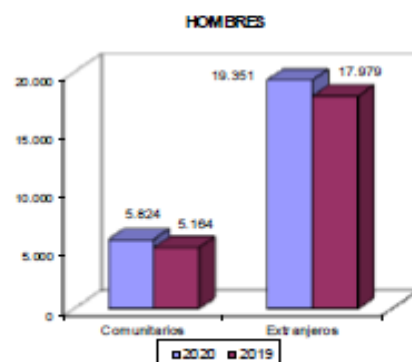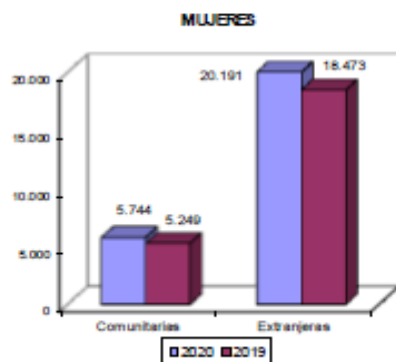
13. Población Extranjera Residente en Málaga según Nacionalidad.

Para el estudio por nacionalidad de la población extranjera se han tenido en cuenta aquellos países que superan la cifra de 500 habitantes residentes en nuestro municipio.

PAÍSES	TOTALES	% Continente *	% Nacionalidad **
UCRANIA	4.621	25,74	9,04
ITALIA	2.884	16,06	5,64
RUMANÍA	2.379	13,25	4,65
FRANCIA	1.057	5,89	2,07
RUSIA	1.035	5,76	2,03
REINO UNIDO	970	5,40	1,90
BULGARIA	907	5,05	1,77
ALEMANIA	687	3,83	1,34
OTROS	3.415	19,02	6,68
TOTAL EUROPA	**17.955**		
MARRUECOS	9.761	72,63	19,10
NIGERIA	1.776	13,21	3,47
GHANA	500	3,72	0,98
OTROS	1.403	10,44	2,75
TOTAL AFRICA	**13.440**		
PARAGUAY	3.573	24,60	6,99
COLOMBIA	1.967	13,54	3,85
ARGENTINA	1.832	12,61	3,58
VENEZUELA	1.803	12,41	3,53
BRASIL	1.025	7,06	2,01
HONDURAS	611	4,21	1,20
CUBA	541	3,73	1,06
OTROS	3.171	21,83	6,20
TOTAL AMERICA	**14.523**		
CHINA	3.653	71,14	7,15
OTROS	1.482	28,86	2,90
TOTAL ASIA	**5.135**		
TOTAL OCEANÍA	**24**	100,00	0,05
TOTAL APÁTRIDAS	**33**	100,00	0,06

* Con respecto al total de población de cada continente.
** Con respecto al número total de inmigrantes.

Report of Foreign Population in Málaga. Source: City Council of Málaga. Organismo Autónomo de Gestión Tributaria. 2020.

2.4. IDENTITY BASED CONFLICTS

2.4.1. Strengthening social cohesion

The concept of social cohesion has gained prominence in recent years as a goal and new programming approach for the United Nations Development Programme (UNDP) in conflicting and fragile settings. The concept is adaptable to any context of usage or any desired outcome.

Strengthening social cohesion has become imperative in the 21st century. As we move into the 2020s, the tension builds within identity-based topics like ethnic and religious enmity, xenophobia, and resurgent, exclusive nationalism. Widespread concern exists about worsening conditions that could cause these tensions to erupt into conflicts, threatening respect for diversity, inclusivity and fundamental human rights. In April 2019, United Nations (UN) Secretary-General António Guterres decried this "disturbing groundswell" of strife accelerated, in part, by hate speech and leading to intolerance and violence.

Source: United Nations; World Bank (2018). Pathways to Peace: Inclusive Approaches to Preventing Conflict. Washington, D.C.: World Bank, pp. 11-47. https://openknowledge.worldbank.org/handle/10986/2833

(UN News, Hatred 'a threat to everyone,' declares Guterres calling for global effort to end xenophobia and 'loathsome rhetoric,' 4 April 2019, at https://news.un.org/en/story/2019/04/1037531.)

Exclusive and conflictual constructions of identity contribute to intolerance and enmity. Instead, inclusivity, integrated civil society and associational life, economic interdependence, and supportive networks for conflict and crisis prevention will implement social cohesion into conflict prevention and peacebuilding.

Structural factors such as unequal stratification in society and power acquisition prohibit true social cohesion within groups. Relationships within society become more strained when conflicts are not addressed or managed adequately through dialogue, policy-making, and public policies. When challenges and crises occur and violence escalates, collective fears can rise to the surface rapidly along identity lines and create divides between people. Economic, social and cultural ties across groups are strained or severed when because of these dividing conflicts.

Source: For a recent comprehensive overview of conflict causes, patterns of escalation, and management and prevention of conflict, see: Pathways to Peace: Inclusive Approaches to Preventing Violent Conflict. United Nations World Bank. 2017. Washington, D.C.

https://openknowledge.worldbank.org/handle/10986/28337

When differences in society become unmanageable and create a situation where co-existence and a fair distribution of power and resources is impossible, violence against others is regarded as a legitimate and necessary means to ensure survival of the own group. Thus, a weak social foundation can lead to violent inter-group conflict and a tense state-society relationship, while the conflict further undermines cohesion. This relationship is mutually reinforced.

Analysis of situations in which social cohesion is absent or weak has yielded several approaches to understanding the concept of how relatively peaceful societies can quickly degenerate into identity-based violence. One perspective emphasizes the importance of 'ethnic entrepreneurs,' or political elites who may mobilize around divisive identity themes for political power. In some cases, these political elites monopolize state power. This perspective is particularly strong in the analysis of electoral politics, where mobilization to protect identity is sometimes laced with fear and scapegoating of other communities. Scholars who study civil war, for example, have examined the effects of ethnic mobilization in electoral processes as a precursor to social violence, as political leaders fan the flames of social discord and create the conditions for conflictual interactions.

Source: Cederman, Lars, Wimmer, Andreas, and Min, Brian "Why Do Ethnic Groups Rebel?" World Politics, 62:1 (2010): 87-119.

Similarly, political leaders may use ethnic networks of patronage and distribution of economic resources to empower their own group at the expense of others. Social discrimination and economic inequalities undermine social cohesion. Deep socioeconomic divisions among ethnic groups and group-level inequalities may constrain political elites' abilities to govern inclusively. This, in turn, exacerbates conflict dynamics.

Source: United Nations Development Programme. Strengthening Social Cohesion. Conceptual framing and programming implications. Conflict Prevention, Peacebuilding and Responsive Institutions (CPPRI) team at the Crisis Bureau, UNDP.

See Also: International IDEA, 2017. "Migration, Social Polarization, Citizenship, and Multiculturalism," in The Global State of Democracy: Exploring Democracy's Resilience, Stockholm: International IDEA, available at https:// idea.int/gsod/.

UNDP (2015b). Guidance Note: A Development Approach to Migration and Displacement. New York: UNDP, 2015. Available at: http://undp.org/content/undp/en/home/librarypage/democratic-governance/conflictprevention/strengthening-resilience-to-conflict-and-turbulence.html.

2.4.2. Driving forces

While the mechanisms and dynamics of social polarization are unique in each context, it appears that conflict within society is driven to be driven by several common factors.

Narratives of belonging, exclusion and negative stereotypes. While national identity is defined in civic or citizenship terms in today's mostly multi-ethnic societies, nationalism is a more complex topic. Nationalism can also be constructed in more exclusive, ethnic, racial or religious terms. How does the collective narrative followed today affect social cohesion? Narratives establish the underlying degree of exclusion and inclusion in a society.

Political marginalization and exclusion.

When a person or group perceives themselves as a second class citizen, faces marginalization or exclusion from resources, political influence, or acceptance in society that other citizens do have, these feelings can lead to grievances toward one's own country.

When political systems deliberately or inadvertently marginalize and exclude major segments of the population from political representation and influence, this sets the stage for frustration, withdrawal and non-cooperation, and, potentially, efforts by communities to withdraw from the state. As the 2018 World Bank and United Nations Pathways to Peace report contends, "Exclusionary systems that are perceived to privilege some groups at the expense of others create fertile ground for violence."

Source: Pathways to Peace (op. cit. note 1), p. 96.

Perceived threats. Collective group fears threaten an explosion of violence if left to simmer for too long. A threat to peace creates a sense of fear and imminent harm, which in turn reinforces vulnerability to violence. In many contexts, as we have often heard, risks of conflict escalation arise from "fears of the future, lived through the past."

Source: Paige, Arthur, "Fear of the Future, Lived through the Past: Transitional Justice in the Wake of Ethnic Conflict", ICTJ Research Brief, October 2009, https://www.ictj.org/sites/default/files/ICTJ-Identities-EthnicConflictResearchBrief-2009-English.pdf.

Inequalities and patterned discrimination. Patterned discrimination and the systematic exclusion of social groups fuel perceptions of mistrust, systemic persecution and social humiliation. Social

exclusion is often found in political and economic networks and is evident in the distribution of public resources by the state. Political, social and economic relations strongly affect policies on sensitive issues such as language, religious freedom, education, healthcare, food production, land, access to jobs, the environment and pollution, as well as on choosing whom and what to honour when naming public spaces and erecting monuments and memorials. These policies must be inclusive to avoid polarization of groups.

Public policies. Policies that address spatial settlement, housing, access to water and transportation, and unequal access to public services correlate strongly to identity-conflict dynamics. Local level public policies ensure inclusivity and fairness in housing, transportation, access to health, and employment can be used to determine whether an urban area is more peaceful or experiences high rates of violence and conflict. Separating conflicting groups is one way to reduce any propensity to violence. However, reinforcing long-standing divisions can be counterproductive and instead prevent opportunities to engage across the conflict divide. This, in turn, can facilitate efforts to mobilize violence against unfamiliar and, often, de-humanized 'others.' Research on social cohesion and urban violence in Brazil and South Africa shows that spatial inequality, high urban crime rates and a lack of social bonds are strong contributors to violence.

Source: See, Bollens, Scott "Managing Multicultural Cities in Divided Countries," in K. Good, L. Turgeon, T. Triadafilopoulos (Eds.), Segmented Cities?: How Urban Contexts Shape Ethnic and Nationalist Politics, Vancouver, British Columbia, Canada. University of British Columbia, 2014: 226-249.

The research is described at the Safe and Inclusive Cities project website, at https://idrc.ca/en/project/safe-and-inclusive-cities-research-reduce-urban-violence-poverty-and-inequalities

Social deprivation and injustice. Discrimination based on identity creates unfair inequalities in every sector of life. Marginalized people face disadvantages in the job market, restrictions in government participation, lack of political representation, and unequal access to necessary resources like land, capital, water, natural resources, education, health care, housing and sanitation. Moreover, women and girls in disadvantaged groups experience dual discrimination, as they also tend to suffer higher rates of gender-based discrimination and gender-based violence. Violent conflict - national or local political violence- based on identity reinforces widespread fear and divides informal social organizations and civil society, including political parties and factions, along identity lines.

3. PLAN FOCUS AND GOALS

This Plan relates to the management of conflict resolution and support for identity construction for the target public in migratory situations. Potential identity-based conflicts and a failure to take these into consideration are a cause of frustration and misunderstanding that fosters radicalisation and violence. They therefore constitute a threat to social unity. The aim of this Plan is to help to establish a balance between the original cultural identities of migrants and a feeling of belonging to their community of settlement. This balance is based on acceptance of the fundamental values and institutions of the new host community.

This Plan is FOCUSED in the coordination management of Migratory Flows and Associated Identity-Based Conflicts.

The main goal of this PLAN is to raise awareness and build an active and resilient society which favours:

- ❑ SOCIAL COHESION,
- ❑ MANAGE OF MIGRATORY FLOWS AND ASSOCIATED IDENTITY-BASED CONFLICTS,
- ❑ IMPROVES CONVIVIALITY,
- ❑ RESPECTS RELIGIOUS FREEDOM
- ❑ AVOIDS MARGINALISATION.

3.1. LEGAL REGULATIONS AND IMMIGRATION LEGISLATION

3.1.1. Legal regulations

National security is one of the top priorities of the Spanish government, in order to guarantee the welfare of citizens and the stability of the Nation. Its maintenance and defence against risks and threats is the goal of the National Security Strategy of 2013 (ESN-2013), which establishes terrorism as one of its main threats and regards violent extremism as one of terrorisms most empowering factors. On a European level, the European Union's Internal Security Strategy, which seeks a common security model, was designed in 2005. In addition, a preventive counter-terrorism model was adopted against the ability to recruit through radicalisation. Some of its forecasts were embodied in the European Union's Strategy for Combating Radicalisation and Recruitment to Terrorism. The Comprehensive Strategy against International Terrorism and Radicalisation (EICTIR) was approved in 2010 in Spain and ratified in 2012. This Strategy is designed to give a specific response at a national level to the commitment made by Spain, as a member of the European Union (EU), in the

coordinated and global fight against terrorism. It requires the necessary involvement of the whole government and civil society. The ESN-2013 is a reminder of the constitutional mandate to guarantee democratic conviviality and protect citizens while they exercise their civil rights and freedoms with safety facilitated by a system of public security based fundamentally on law enforcement. In 2015, the PEN-LCRV was approved in response to a national need to deal with the phenomenon of violent radicalisation. This strategy, based on the EU model, establishes four pillars: prevention, protection, persecution and response.

It is a global Plan because it has been prepared with the consensus of the government, civil society and vulnerable groups at risk of radicalisation. In addition, it is a comprehensive Plan because it involves and commits all the ministries and social entities of the Spanish government under the coordination of the public security field. Resolution 381 (2015) and recommendation 371 (2015), adopted during the 28th session 'Combating radicalisation at grassroots level: the role of local and regional authorities' of the Congress of Local and Regional Authorities of the Council of Europe. Resolution 384 (2015) adopted at the 29th session 'Guidelines for local and regional authorities on preventing radicalisation and manifestations of hate at the grassroots level' of the Congress of Local and Regional Authorities of the Council of Europe. The Information Security policy approved by the Local Government Board of the City of Malaga on 9 August 2013.

3.1.2. Immigration legislation in Spain

According to the Spanish constitution (Article 149.1.2), the capability regarding immigration and asylum belong to the State administration, while Autonomous Communities in Spain have social, educational, health, employment, cultural and sport capabilities, among others. The current institutional framework for immigrant integration was set by Law 2/2009, which introduced a framework of multi-level governance based on cooperation among central administration institutions, local governments and civil society.

Foreigners Law

Law 7/1985 established the rights and freedoms of foreigners for the first time in Spain. It was repealed 15 years later by Law 4/2000, the first piece of legislation to comprehensively address the immigration phenomenon in Spain and to introduce provisions related to the social integration of migrants. Law 4/2000 was in turn subsequently reformed by Laws 8/2000, 14/2003 and 2/2009.

Legal precepts set in the last reform were executed through Royal Decree 557/2011 that aimed at consolidating the 'legal, orderly and job market-related migration' model.

Asylum Law

Law 5/1984 established the right of asylum in Spain for the first time. It was subsequently modified by Law 9/1994 which was executed through Royal Decree 203/1995, establishing rights and conditions for refugee status. Law 9/1994 was derogated by Law 12/2009, which provides the current normative framework for international protection in Spain. In 2003, the government approved Royal Decree 1325/2003, providing for temporary protection status in case of massive arrivals of displaced persons, but the decree has never been implemented.

Integration Law

There is no Integration Law. Organic Law 2/2009 provides a general regulatory framework for integration.

Nationality Law

The Spanish citizenship regime was set up by Law 51/1982. This reform of the civil code established jus sanguinis as the core principle underlying the acquisition of nationality and a general requirement of 10 years of residence for naturalisation. It also identified 'privileged' groups of foreigners (emigrants and their descendants, citizens of former colonies and Sephardic Jews). This general framework was later modified and complemented by Laws 29/1995, 36/2002, 40/2006, 52/2007, 12/2015 and 19/2015. The last two of these amendments respectively facilitated naturalisation procedures for Sephardic Jews and introduced language and civic tests.

Anti-discrimination

Article 71 of Law 4/2000 established the Spanish Observatory of Racism and Xenophobia under the General Secretary of Immigration and Emigration at the Ministry of Employment and Social Security. The Observatory currently has three main functions, according to Royal Decree 703/2017:

Collect and analyse information on racism and xenophobia.

Promote the principles of equal treatment and non-discrimination, along with the fight against racism and xenophobia.

Collaborate with different public, private, national and international agents relevant in the prevention of racism and xenophobia.

Law 62/2003 and Royal Decree 1262/2007 defined the functions of the present Council for the Elimination of Racial or Ethnic Discrimination, under the Ministry of Health, Social Services and Equality.

3.2. BACKGROUND AND PHILOSOPHY OF THE PLAN

This Plan is an expression of the commitment by the City of Malaga to designing future strategies for the coordination and management of Migratory Flows and Associated Identity-Based Conflicts in coordination with higher administration at the state levels as well as important roles played at the local level. That is why it is necessary to train all the professionals of the municipal scope so that they have the basic tools and knowledge in the matter to help carry out the Plan.

This project is located in the city of Malaga due to its status as a city that welcomes a large number of foreigners, especially from northern Africa (Maghreb), and specifically for its consideration as a city-refuge. Until now, this city has been a model of conviviality between different nationalities, cultures and religions, but this does not prevent certain existing risks and other threats arising as a result of the current national and international context.

3.2.1. Reference municipal plans

The Plan is materialised as a plan of actions, some short term and others taking place throughout the duration of the Plan, that will be implemented while also taking into account the results of other municipal plans within the Area of Government of Social Rights, Good Governance and Transparency. The main elements we will focus on: MIGRATORY FLOWS AND ASSOCIATED IDENTITY-BASED CONFLICTS.

Thus, our reference plans are the following:

- Third Framework Plan for Citizenship and Conviviality 2008-2011, which addresses four key components for the modernisation of the city:
  - Second Strategic Plan for Citizen Participation.
  - Second Strategic Plan for Volunteering.
  - First Strategic Plan for Immigration and Conviviality.
  - First Strategic Plan for Development Cooperation.
- Plan of Foreign Action.
- Religious Pluralism. Status Report. Evolution during COVID-19 pandemic and future perspectives.
- Second Cross-cutting Plan of Gender of the City of Malaga, with the purpose of reaching the totality of the citizens and achieving an inclusive and egalitarian society.

The following territorial plans will be considered as a part of the Social Inclusion Plan:

- Community Care Plan.
- Plan of Social Protection and Care of Children and Family.
- Plan for the Promotion of Active Ageing.
- Homeless People Care Plan.
- Prevention Plan against Drug Addiction and other Addictions.
- Roma Population Care Plan.

Through the Local Group, the preventive strategies of this Plan will be coordinated with strategies developed by the Area of Government of Security of the City of Malaga.

3.3. REGULATORY PRINCIPLES OF THE PLAN

The proposal put forward by this Plan has its origin in the diverse and multicultural society of Malaga and its experience as a society where more than one hundred and fifty nationalities live together.

The regulatory principles are as follows:

SOLIDARITY: Human value for excellence. It is based on supporting a cause or the interest of others in complex situations. The objective is to fulfil the moral duty to have solidarity with countries that experience serious social situations.

EQUALITY AND NON-DISCRIMINATION: Guarantee the same opportunities to all individuals without discrimination of gender, race, origin, sexuality or any other personal beliefs with effective compliance within legal framework in order to make this principle possible.

INNOVATION: Process based on the creativity of citizens, civil society organizations, companies, etc. being an opportunity for both the public and private sectors, so that products and services satisfy individual and collective aspirations.

PLANNING: Process and consequence of organizing the objectives plans with structure and methodology: a fundamental requirement for the success of a project.

TRANSPARENCY: Right to know and access the information of the Administration with a sufficient scope and comprehensibility. This is a fundamental indicator of quality.

COORDINATION: Method to manage projects, designating the team that will ensure that all aspects of the project are carried out on time, assuring that the objectives and goals are met.

TOLERANCE: Recognizing the differences inherent to human nature, religion and culture and how to act towards others with respect despite that.

ACCOUNTABILITY: Provide information and explanations to the public, evaluating management and administration, upholding transparency and the principles of Good Governance.

COOPERATION: Actions and efforts that, carried out in common with other people, are carried out with the objective of reaching a common goal.

3.4. PURPOSE AND GOALS

3.4.1.   Purpose of the Prevention and Management Plan

To create awareness and build an active and resilient society that supports social cohesion, improves conviviality, respects religions and religious freedom, avoids marginalisation and can manage migratory flows and associated identity-based conflicts.

Based on the different strategic axes, the target groups of population of each action will vary. Likewise, given the transversal character of this Plan, it is going to act in different areas of action. In this way, the final recipients of the Plan will be:

- Society in general.

- Vulnerable groups: Women, youth and minors formerly under the care system, young adults.
- Staff of the City Council: Municipal áreas, Municipal companies, —Municipal organisms.
- Schools, secondary education schools, University, training centers, etc.
- Community and civil society groups.
- Religious entities.

This purpose and the identified priorities give rise to two types of aims:

- On the one hand, aims related to an internal development of strategies to coordinate the management of Migratory Flows and Associated Identity-Based Conflicts.
- On the other hand, to expand good practices and formalise the achievement of interculturality, tolerance, religious respect, respect for differences and beliefs, joint objectives, etc.

Once these aims have been developed and the effectiveness of their strategies and actions have been verified, the results obtained could be shared with other cities with the coordination of relevant institutions.

3.4.2.   The Plan is based on these general and specific goals

1) First general goal

To promote interculturality and respect for differences and beliefs.

Specific goals

- To educate, inform and create awareness among municipal professionals, students, teachers, law enforcement agents, collectives, entities and society in general about the importance of managing migratory flows and associated identity-based conflicts.
- To detect early migrations flows processes so they can be managed by professionals.
- To train professionals of the City Council and other entities for quick and effective attention in migration flows processes and associated identity-based conflicts.
- To evaluate the effectiveness of the program in migration flows processes and associated identity-based conflicts.
- To create awareness and build an active society which supports social cohesion, improves conviviality and avoids marginalisation.

2) Second general goal

To prevent identity-based conflicts.

Specific goals

- To promote social reflection and self-criticism of our cultural forms, allowing the improvement of living conditions and the construction of personal identity in an environment that respects cultural diversity.
- To transmit a culture of pluralism, solidarity and representativeness, by promoting the socialisation of students in culturally diverse environments.
- To look for bridges and spaces of collaboration between the different religious communities of the municipality.
- To show and disseminate the social and cultural contribution of the religious entities of our city.

3.5. STRUCTURE OF THE PLAN

Before introducing the Plan, it is necessary to give a brief description of its general structure, from the most general scope (strategic axes) to the most concrete level (measures designed to develop the planned objective in each of the strategic axes).

The levels where the Plan will act are as follows:

✔ Individual level.
✔ Family level.
✔ Group level.

3.6. AREAS OF ACTION

Activities and measures of awareness, training, information, intervention, etc., will be developed in the following areas:

VULNERABLE GROUPS: Immigrants, Women, Minors, Unaccompanied Minors and Minors under institutional care, Homeless People, Refugees, etc.

SOCIAL: Social services centers, intervention plans, family treatment equipment, Puerta Única, municipal housing.

COMMUNITY: new citizens, society in general, community and civil society groups.

EDUCATIONAL: primary and secondary schools, university.

SECURITY: connection channels with the social reality of the city in order to improve conviviality.

CENTERS OF WORSHIP AND RELIGIOUS LEADERS: For example churches, Mosques, Synagogues, Temples, Priests, Imams, Rabbis, etc.

MUNICIPAL AREAS, COMPANIES AND ORGANISMS: social rights, urbanism, participation, cemetery.

3.7. STRATEGIC AXES

The achievement of the strategic goals mentioned in the previous section will be articulated as a set of axes for each action. Each axis contains several lines of intervention with specific goals and measures to be developed so as to meet those specific goals..

Each of the strategic axes is developed according to the following structure:

- Introduction of the axis.
- Strategic lines of action.
- Goals.
- Timeline of measures to be taken.
- Evaluation indicators.

AXIS 1: Guarantee legal-administrative assistance to the Foreign Population to enable their full integration in Málaga.

AXIS 2: Prevention and Intervention.

AXIS 3: Awareness and Training.

AXIS 4: Management of Conviviality, Religious, Diversity and Multiculturalism.

AXIS 1: GUARANTEE LEGAL-ADMINISTRATIVE ASSISTANCE TO THE FOREIGN POPULATION TO ENABLE THEIR FULL INTEGRATION IN MÁLAGA.

OBJECTIVES:

1. Provide free and specialized legal advice, in person and by telephone, on immigration matters in order to facilitate the integration of foreigners in the city.

2. Guaranteeing asylum and refugee applicants or displaced persons comprehensive care based on their legal status.

3. Promote actions that favor prevention and intervention against discriminatory behaviors based on religion, culture or other personal aspects.

ACTIONS TO BE DEVELOPED:

1.1 Ensure a comprehensive care service from the Municipal Office for Foreigners.

2.1. Maintain networking with the entities designated by the Ministry of Labor, Migration and Social Security for the maintenance of the Municipal Office of Attention to Refugees.

2.2. Provide assistance in humanitarian emergencies to people who are not accepted into the international protection system.

3.1. Study the suitability of establishing a Hate Crimes Office.

3.2. Promote knowledge and respect for religious diversity, promoting the Forum of Religious Pluralism of the city of Malaga as an instrument of communication and effective action.

4.1. Participate in provincial, national and international networks (RECI, ECCAR, Andalusian Migration Forum, Provincial Migration Forum, FEMP ...)

4.2. Promote technological tools for the development of capacities of the foreign population.

4.3. Optimize the weekly space "Málaga 2030" as a speaker for current affairs regarding the actions of the Area.

MONITORING, EVALUATION AND IMPACT INDICATORS:

Data segregated by sociodemographic criteria of the foreign population served.

Lawsuits received.

Resources requested.

Meetings with the entities of the Office of Attention to Refugees.

Quarterly update of the profile of applicants for international protection in Malaga.

Number of humanitarian social emergency actions.

Number of attention / complaints made through the Hate Crimes Office.

Awareness actions on religious diversity in Malaga.

Quarterly meetings of the Forum of Religious Pluralism with the different communities.

Number of bilateral meetings with the different organizations on migration matters.

Number of actions framed in the EasyRights Project.

AXIS 2: PREVENTION AND INTERVENTION.

This axis is a proposal of care for individuals and families within the context of migratory flows. The process of deciding where to intervene depends on each situation and is determined by the family circumstances and by the likelihood that the situations could lead them into an identity based conflict.

This axis is focused on providing social welfare to the family or individual through action at a personal, family, institutional and community level, in order to eliminate the risks of identity based conflicts in the future.

Within this axis, intervention resources will be focused on minors, young people and their families, with special attention to preventive actions.

The intention is to make a comprehensive intervention plan for people in a situation of special vulnerability that will cover all the areas involved in their social integration and adequate personal, social, labour and family development.

These actions are intended to provide an individualised response to the needs of these people based on a protocol of action so all professionals who work following this Plan know how to respond.

The suggested actions will improve efficiency and advance prevention, protection, personalised attention and integral recovery. The measures include implementing a coordinated information system that will function as a personalised frame circuit of the actions from all areas for each identity-based conflict detected, regardless of which resource or service is requested.

We will work through the following strategic lines:

Strategic line 1

To promote the assistance and/or attention to people in special difficulty.

GOALS	MEASURES

To carry out a comprehensive intervention with the victims in a way that includes all the areas involved in their integration and adequate personal, social, labour and family development.	1. Design of intervention strategies to reduce the existence of factors of identity-based conflicts in families. 2. Ongoing follow-up of cases.
To detect early identity-based conflicts associated with migratory flows. To set up joint actions with specialised entities in this area in order to achieve common goals and to reduce the incidence of this phenomenon. To design strategies of approach in groups with greater risk level.	1. Development of an integral care program for victims in situation or risk of identity based conflict. 2. Develop a personalised intervention program with indirect victims and with people in the victim's environment with a potential risk situation.
To empower and help victims to transform their losses and sufferings into a constructive force by providing forums and spaces where they can tell their stories.	1. Resilience workshops for the victims. 2. Creation of self-help groups. 3. Workshops on relational skills aimed to establish relationships and links with other people that increase the possibilities of obtaining resources and unconditional support. 4. Workshops on creativity development, so the suffering can be transformed into artistic creation. 5. Contest and exhibition of the works resulting from the workshop by the municipal districts.
To maintain spaces for group intervention as an alternative to family conflict intervention.	1. Field work with families. 2. Collaboration with Aula de Familia (Family Classroom) of the CEMAIF (Municipal Center for

	Family and Children assistance) through the provision of talks.
	3. Promotion of the incorporation of our users to the Aula de Familia.

EVALUATION INDICATORS:

› Total number of people served.

› Total number of actions taken.

› Total number of home visits performed.

› Number of open cases.

› Number of cases in follow-up.

› Number of closed cases.

› Total number of cases obtained from other municipal services.

› Number of beneficiaries of the service.

› Number of self-help groups created.

› Number of men participating in self-help groups.

› Number of women participating in self-help groups.

› Number of women attending the CEMAIF talks.

› Number of men attending the CEMAIF talks.

› Number of talks given by CEMAIF.

› Number of lectures given by the prevention team at CEMAIF.

› Evaluation report of the activities carried out.

Strategic line 2

To facilitate the access of users to all existing resources in the community.

GOALS	MEASURES
To know and detect the risk factors that lead to the identity based conflicts associated with migratory flows of people and different groups.	1. Field-work (observation, contact and data collection).
To establish coordination mechanisms that are necessary both for the response and follow-up of each case with social services and other community services.	1. Protocol of action so that all professionals working under this Plan knows how to respond to the needs of users as well as which referral resource to use at any time and so each person can be included in a personal intervention itinerary. 2. Priority access to social programs for groups at risk: immigrants, pockets of poverty and others.
Evaluate the actions derived from the formulation and implementation of the program.	1. Filling up the assessment sheets for each activity. 2. Completion of the intervention plan.
Provide users with strategies to strengthen and develop protection factors and reduce risk factors.	1. Workshop on resilience. 2. Workshop on emotional self-control and management. 3. Workshop on self-esteem and creativity.

EVALUATION INDICATORS:

> Total number of actions taken.

> Total number of home visits performed.

> Number of open cases.

> Number of cases in follow-up.

> Number of closed cases.

> Total number of cases obtained from other municipal services and/or institutions.

> Number of beneficiaries of the service.

> Number of intervention plans drawn up.

> Number of workshops held in municipal districts.

> Number of men attending the workshops.

> Number of women attending the workshops.

> Evaluation of the degree of satisfaction of attendants to workshops and talks.

> Evaluation report of the activities carried out.

> Total number of people treated.

AXIS 3 AWARENESS AND TRAINING

Diversity has been a key characteristic in the development of Spanish society over the last decades and has given an added value to our social environment. Society includes residents of countless nationalities from different ethnicities and cultures who sympathise with a particular ideology or profess different religions.

Recognizing the rights and obligations of citizens who are a part of minority groups represents growing visibility and social participation in the eyes of the majority group of citizens and administrations. Therefore, it is required that sensitivity to ethnic, ideological, cultural and religious differences be incorporated into the mission as an objective. Awareness of cultural, ideological and religious plurality contributes to the prevention of intolerance and discrimination on the basis of racial, ideological or ethnic origin. These manifestations can be seen in both assimilated and multicultural models. This task of raising awareness must be universal, which requires intercultural education and training for all people as leaders of a cultural heritage in constant construction.

Within the framework for organising public administration, training is one of the strategies for improvement and progress to provide a quality public service capable of satisfying the needs of citizens. Training is one of the most important management tools to create a professional and multicultural body that can offer services to a multicultural society. Investing in quality training is critical to the success of municipal policies for change and modernisation as well as understanding these policies to raise the levels of competence for the provision of quality services.

Municipal workers have shown an excellent capacity to deal with new social composition and demands, but the changing problems of our diverse society require a permanent effort to give an adequate response to them. Social action should contribute to the prevention of behavior that is discriminatory, violent/aggressive, homophobic, radical, hate crime, etc., and to do that, knowledge and a better understanding of the personalities and singularities of the people who are subjected to racism and discrimination is essential.

Educating diversity is a necessary and strategic task. It is in the first years of life our vision of the world is untamed and we are able to see others as simply another person with no labels or prejudices. Breaking the prejudices that divide our society is a responsibility shared by all, but the contribution of an educational entity achieves an even more substantial and multiplier value. In this sense, it is vitally important to provide tools that facilitate classroom work in the areas of discrimination, xenophobia and racism, reducing the violence of these practices in the educational sphere.

The historical challenge facing us as a society is to continue moving towards effective equality, building citizenship and proposing the legislative, social and cultural changes that allow our inhabitants to exercise their rights fully.

In addition, education is an important tool for the transmission of values. In recent years, great efforts are being made to introduce into schools, and therefore into society, more human values tending to the knowledge and understanding of different cultures as a way of sensitising and propitiating a change of attitudes towards a more fair and equal society.

Training ultimately seeks to improve professional actions and interventions through the development of positive and open attitudes to this new cultural, social and religious reality.

For this reason, our specialised training plan is addressed not only to the simple transmission of information related to issues such as religious pluralism, respect, integration, etc., but also to the training and improvement of the professionals from three dimensions:

Cognitive (contents):

To adapt existing methods and skills to deal more effectively with situations of conflict between different cultures, they receive adequate and up-to-date training to help them face the complexity of racism, xenophobia, visibility of diversity, immigration, working with groups in conflict and special difficulty, foreigners, minorities, etc.

Affective (attitudes):

Promoting attitudes such as tolerance, respect, commitment, equal treatment, sensitisation, flexibility, non-discrimination among others.

Procedures (behaviour):

Providing experiences and contacts that modify affections and behaviours.

We will work through the following strategic lines:

Strategic line 1

To make available to the municipal staff specialised training and appropriate prevention and intervention tools, addressed to detect identity-based conflicts and their processes.

GOALS	MEASURES
To promote tolerance, respect for cultural and religious differences, solidarity and equality in treatment, avoiding conflicts.	1. Working sessions on hate crimes aimed at law enforcement agents. 2. Working sessions on hate crimes aimed at professionals of social action. 3. Intercultural mediation workshops in the social services centers. 4. Development of prevention workshops on islamophobia and other hate crimes aimed at law enforcement agents.
To promote reflection spaces for the professionals of the municipal social services on intercultural fact, religion, diversity, etc. and to participate in other spaces organised by other entities.	1. Informative talks in the municipal districts about: —Awareness of our attitudes and beliefs. —Knowledge about the cultural differences between the different groups of human diversity. —Skills to work with these diverse groups.
To promote basic knowledge about the main religious beliefs to professionals in order to promote tolerance and conviviality.	1. Intercultural communication workshop. 2. Workshop: Learning from other Religious Confessions. 3. Funeral rites workshop to Parcemasa municipal services.
To train social services staff in the detection and treatment of identity-based conflicts.	1. Workshop on identification of migratory flows and associated identity-based conflicts. 2. Workshop: The Role of Women in the Islamic State.

	3. Focus group with different municipal services professionals about migratory flows and associated identity-based conflicts.

EVALUATION INDICATORS:

> Number of training activities carried out over the year on equal treatment and non-discrimination.

> Number of formative activities carried out over the year on pluralism and religious diversity.

> Number of training activities carried out over the year on interculturality.

> Number of training activities carried out over the year on migratory flows and associated identity-based conflicts.

> Percentage of men and percentage of women who have attended the training activities within the working day.

> Percentage of men and percentage of women who have attended the training activities outside working hours.

> Number of discussion tables held.

> Evaluation report of activities carried out.

Strategic line 2

To make available to the community organizations in the city a specialised training to equip them with the appropriate tools to address and promote the advantages of a multicultural society.

GOALS	MEASURES
To promote social reflection and self-criticism of our cultural forms, allowing the improvement of living conditions and the construction of personal identity in an environment that respects cultural diversity.	1. Diverse cultural exhibitions. 2. Workshop: Learning about Diversity. 3. Workshop for the groups: We are different but equal. 4. Workshop: Learning from other Cultures.
To inform and make the population aware about islamophobia, anti-Semitism, Christianophobia and other hate crimes, and instead teach respect and tolerance towards diversity.	1. Development of participatory talks for on prevention of anti-Semitism, Christianophobia, Islamophobia and other hate crimes in the city. 2. Development of workshops to prevent hate crimes addressed to community organizations. 3. Workshop on hate crimes.

EVALUATION INDICATORS:

› Number of training activities carried out over the year on equal treatment and non-discrimination.

› Number of training activities carried out over the year on pluralism and religious diversity.

› Number of training activities carried out over the year in the area of interculturality.

› Percentage of men and percentage of women who have attended training activities.

› Evaluation report of the activities carried out.

Strategic line 3

To make a specialized training accessible to the educational community in order to transmit a plural, supportive and representative culture to the students, facilitating the socialisation in diverse environments

GOALS	MEASURES
To promote tolerance, respect for cultural and religious differences, solidarity and equality in treatment, avoiding conflicts.	1. Courses and workshops for primary and secondary education that reinforce the understanding and tolerance of different religions as well as the history of religions, philosophies and ideologies. The point is to highlight the need to teach fundamental values and democratic principles of the EU, such as human rights. —The Value of People. —Same and Different. —Portraits of the World. —Building Equality 2. Drawing competition for primary and secondary students on diversity and racism. 3. Stories contest for secondary students on the thematic of diversity and racism.
To involve parents to educate their sons and daughters in democratic and pro-social values.	1. Chats to parents associations of primary and secondary schools.
To train teachers to take an active position against all forms of	1. Workshops addressed to teachers on racism and discrimination.

discrimination and racism by highlighting the role of education.	2. Thematic focus groups with teaching staff and school administration.

EVALUATION INDICATORS:

› Number of training activities carried out over the year on pluralism or religious diversity.

› Number of training activities carried out over the year on equal treatment and non-discrimination.

› Number of training activities carried out over the year on interculturality.

› Number of training activities carried out over the year on violent radicalisation.

› Percentage of men and percentage of women who have attended the training activities within the working day.

› Percentage of men and percentage of women who have attended the training activities outside working hours.

› Total number of hours of training in primary and secondary schools.

› Total number of hours of training received by teachers in primary and secondary schools.

› Number of focus group performed.

› Number of men and number of women that attended the focus groups.

› Evaluation report of the activities carried out.

AXIS 4: MANAGEMENT OF CONVIVIALITY, RELIGIOUS, DIVERSITY AND MULTICULTURALISM.

Spain is a country of diversity and religious plurality, regulated by the Organic Law on Religious Freedom of 1980, where a variety of religious beliefs coexist with the Catholic Church. Even though a majority of citizens belong to the Catholic church, there has been a massive influx of foreigners, resulting in a diversity of religious affiliations. Several measures for non-discrimination for religious beliefs can be observed, namely various agreements signed with the Holy See and the government's new proposal to reform the Religious Freedom Law. This new law will establish guarantees for freedom of conscience and will incorporate the agreements currently in force between the Spanish government and other religious confessions, in addition to the jurisprudence of the Constitutional Court of recent years.

Article 1, paragraph 3, of the Declaration on the Elimination of All Forms of Intolerance and of Discrimination Based on Religion or Belief, proclaimed by the General Assembly of the United Nations, establishes: 'Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals or the fundamental rights and freedoms of others. Furthermore, article 18 of the Universal Declaration of Human Rights states: 'Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.'

The increase of religious diversity is one of the most evident changes of our society in recent years. People must learn to live together in this diversity. This implies respecting the beliefs of other people and assuming the responsibility of making conviviality work. In order to live together, we must know the religions of others.

Religious entities and leaders play an essential role in preventing radicalisation. Schools of religion have great authority and influence in the conception of life for their students. As representatives of governments, we have the responsibility to ensure that all schools of religion teach tolerance and respect for each other and take the necessary legal and judicial measures against those who violate it.

In the last decades, an increase of the religious plurality in our city has been observed. This fact has posed a series of challenges for the society of Malaga and the public administration. This growing diversity has been accentuated by two phenomena experienced in recent years: on the one

hand, the secularisation of society and, on the other, immigration. Both, to a greater or lesser extent, have contributed to making that diversity more visible.

The management of religious plurality in our City Council focuses on the following aspects:

➜ Exercise of rights and respect for democratic values.

➜ Urban management and use of public space for celebrations that sometimes

have high participation.

➜ Regularisation of religious practice, respecting other beliefs and the norms

of citizen conviviality and public order.

➜ Promoting conviviality through regularisation of common spaces.

In a world where the diversity of beliefs grows and becomes more visible, the need to explore ways of communication between different religious traditions may arise.

Only from communication and trust we will be able to materialise the understanding, respect and harmony between religious communities, both locally and globally. In a world that desires and seeks peace, justice and sustainability, beliefs and convictions can provide much in terms of inspiring creative responses and mobilising wills. Religious traditions and non-religious beliefs share values that are essential to strengthen and put into practice through dialogue and cooperation.

On the other hand, interculturality does not only belong to a specific community, but to society as a whole. People committed to the duties of citizenship which grants and the ability to enjoy multiple identities.

In this perspective of social cohesion, the component of ethnic and cultural diversity becomes more relevant and the capacity to manage diversity and promote conviviality is a value for our society. For this reason, the intervention in the context of cultural and social diversity has to be a model for future action and a sign of identity in the context of social action organisations.

At the same time, it is necessary to engage in an intercultural dialogue with the different

leaders, experts and communities to contribute to a better understanding of radicalisation

and its prevention; emphasising the responsibility and the important role played by all

religious communities in the fight against extremist ideologies that incite hatred, resulting

in different manifestations of violence.

We will work through the following strategic lines:

Strategic line 1

To develop and implement a strategy to promote understanding and participatory dialogue between the cultures and religious of our city.

GOALS	MEASURES
To encourage the participation of religious leaders to create a platform for intra- and inter-faith dialogue and debate by promoting tolerance and understanding among communities and expressing their rejection of violent doctrines by highlighting the pacifist and humanitarian values inherent in their theologies.	1. Creation of a space of trust with the speakers of the religious confessions existing in the city of Malaga. 2. Implementation of the religious freedom round tables. 3. Quarterly meetings of the Three Cultures with the presence of the leaders of the main religious confessions of the city of Malaga. 4. Assistance, participation and collaboration in the various events of the different cultures and religious denominations existing in the city. 5. Regular meetings with the different leaders of the religious confessions existing in the city.
Management of the religious diversity of the city of Malaga.	1. Advice and help to manage the daily issues of religious communities. 2. Provision of training and information on the various religious beliefs to the citizens, through the municipal website on an ongoing basis. 3. Highlight the most important events of the main religious beliefs of the city in the municipal website. 4. Inform about the spaces and services offered by the different religions of the city, as well as the use of them. 5. Establish and keep in touch with key figures of the Islamic community to strengthen together resistance to radical tendencies. 6. Creation of a network of religious leaders in favour of peace in

	areas of Malaga where it is more urgent to act.
	7. Regular meetings and coordination with the Muslim community.
	8. Establishment of collaboration agreements between the Malaga City Council and the different religions.
To promote the participation of religions in the management of public life and the social work of the City Council.	1. Access to public calls for grants.
	2. Counselling services on access to public call for grants.

EVALUATION INDICATORS:

› Number of religious freedom roundtable held.

› Number of participants in religious freedom roundtable held.

› Number of meetings of the Three Cultures celebrated.

› Number of participants in the meetings of the Three Cultures celebrated.

› Number of events attended by the team.

› Number of meetings held with the religious leaders of Málaga.

› Number of counselling services for religions provided by the team.

› Number of actions undertaken.

Strategic line 2

To work on an active participation of social and religious entities in the existing sectoral councils of the city, as well as in other participatory contexts.

GOALS	MEASURES
To encourage the participation and association of social and religious entities of the city.	1. Celebration of sectoral councils on a regular basis including the participation of religious entities. 2. Creation of a specific working group for religions in the Social Rights Sectoral Council. 3. Preparation of motions of the religions and presentation to the plenary. 4. Meetings and participation in various cultural and religious events.

EVALUATION INDICATORS

› Number of sectoral councils held.

› Number of meetings with religious entities in which the team participates

› Number of motion of the religions elaborated and debated in the Sectoral Council

› Number of political proposals elevated to the plenary session

› Number of cultural, recreational and/or religious events in which the team participates

› Number of women and number of men participating in the events.

› Evaluation report of the activities carried out

Strategic line 3
Creation of and strengthening spaces of participatory dialogue promoting new positive relations between citizens through religious conviviality.

GOALS	MEASURES
To promote mutual understanding among existing religious communities in our city, establishing fluid channels of communication so that all visions of life, religious and non-religious, are recognized and respected.	1. Hold the Forum of Religious Pluralism in our city. 2. Regular meetings of the conviviality boards. 3. Create thematic focus groups. 4. Organization, together with religious institutions and entities, a series of conferences on the different religions. 5. Organization of visits to places of worship. 6. Attend religious events and festivities of the various religious communities.
To treat with a specific treatment the acts that attack religious celebrations and/or practices, with special interest on those that can impose a crime of hate or discriminatory treatment.	1. Help diverse religious institutions in the management of diversity through information and advice, offering the support of the team through the Office for the Promotion of Conviviality and Religious Pluralism.

GOALS	MEASURES
To promote attitudes of respect, appreciation and acceptance of immigrants and their cultural contributions.	1. Workshops related to the theme of the values of other cultures and respect for cultural differences. 2. Cultural meetings.
To improve citizen conviviality through fostering attitudes in society that facilitate the reception and social integration of new citizens.	1. Celebration of commemorative events related to hate crimes. 2. Awareness campaigns aimed at preventing hate crimes and Islamophobia.

To encourage and promote collaboration with community organizations in order to join efforts.	1. Create and work with a development group with the entities of the sector. 2. Increase the support to groups of special vulnerability within the sector.

EVALUATION INDICATORS:

› Number of conviviality boards held.

› Number of men and number of women participating in the conviviality boards.

› Number of talks given in the municipal districts.

› Number of men and number of women participating in talks given in the municipal districts.

› Number of thematic focus groups with religious collectives and entities.

› Number of conferences held.

› Number of men and number of women participating in the conferences.

› Number of schools participating in the workshops on hate crimes.

› Number of students participating in the workshops on hate crimes.

› Number of workshops on Islamophobia carried out.

› Number of men and number of women participating in conferences on hate crimes.

› Number of men and number of women participating in workshops on Islamophobia.

› Number of men and number of women participating in discussion panels on the state of the diversity in Málaga.

› Evaluation report of the activities carried out

ANNEX 1. TRAINING PLAN ON HATE CRIMES.

Training plan on Hate Crimes aimed at Local Police of Málaga designed by the Citizen Participation and Migration Área of the Malaga City Council. Taught in conjunction with the Movement Against Intolerance and other areas related to the subject.

Local Hate Crime Unit. Program of 8 meetings and 8 hours each one addressed to 100% of the staff of the Malaga Local Police (600p aprox).

Objective: to provide tools on the subject to be in a position to properly conduct situations that may arise. As it is a federal crime, the prosecution of the proceedings is carried out by the National Police.

The training joins the actions that the City Council has been developing together with the Corps within the framework of the European CLARA project, aimed at improving the prevention and identification of racist and xenophobic incidents and hate crimes.

HATE CRIMES FORMATION

Hate crimes are included in Spanish criminal law in a manner precise, pointing out the criminal behaviors and the groups and collectives susceptible to protection. But, in addition to a legal response, to advance in this fight it is the visibility of these crimes is necessary. The collection and processing of data is essential to effectively measure the incidence of hate crimes in Malaga, for this It is required that the Malaga Local Police staff have adequate training in The matter. As it is a proximity police, and therefore the police force that most

time he spends on the streets, he is in a relevant position in terms of detection of cases, and their subsequent treatment, following the rules of action of the different police forces operating in the city.

It involves giving a series of training workshops on hate crimes to the Malaga Local Police, one of the main objectives being awareness and detection of hate crimes, both in their motivation and in their factors of communication for referral and knowledge to the competent authority.

The report of the Ministry of the Interior on the evolution of hate crimes 2020, collects that the causes of selection of registered victims of hate crimes are in first place for racism / xenophobia, second for sexual orientation and identity of gender and third, ideology. Therefore, these are the profiles that will be addressed in more specifically in training.

The content of the training will be structured in four modules, these being the following:

Module 1

Definition of hate crimes, legal framework, typology and categories protected in the

Spanish penal code. Recognition and detection indicators.

Module 2

Development of the typology in relation to the forms and behaviors of intolerance,

based on local incidence data outlined above, and hate speech

Module 3

The path of the victim of the hate crime. Profile and problematic. Public resources.

Contribution of groups and vulnerable people.

Module 4

Practical cases. Distribution in working groups, and debate on proposed cases.

Mechanisms of action

Likewise, Master Class will be held with the idea of complementing from their experience the training given, for which they will have the collaboration of the most relevant entities in each of these matters: Asociación Málaga Acoge,

Moroccan Association for the Integration of Immigrants, Andalusia Diversity and the

Prosecutor Ma Teresa Verdugo, head of the Special Prosecutor's Office for Hate Crimes

from Malaga.

The workshops will be held every Thursday between October 7 and on November 25, 2021, both inclusive, with the following hours:

* Morning shift: from 08:00 to 13:00.

* Afternoon shift: from 4:00 p.m. to 8:30 p.m.

The total number will be 20 sessions, 10 in the morning and 10 in the afternoon, of 4 hours each, addressed to about 20/30 people per session, in order to reach the maximum of template components. The recipients of the training will be 600 agents of the Malaga Local Police (100% of the staff).

The venue will be the assembly hall of the Police headquarters Local in Avda. De la Rosaleda, no 19.

ANNEX 2. COMIC RAICES. CIDEAL FOUNDATION

In order to deepen our knowledge on the subject of migratory flows and the identity conflicts associated with them, this work called "Comic RAICES" carried out by the CIDEAL Foundation is added.

https://www.cideal.org/conoce-nuestro-comic-raices-y-el-trabajo-que-realizamos-sobre-prevencion-de-la-radicalizacion-violenta/
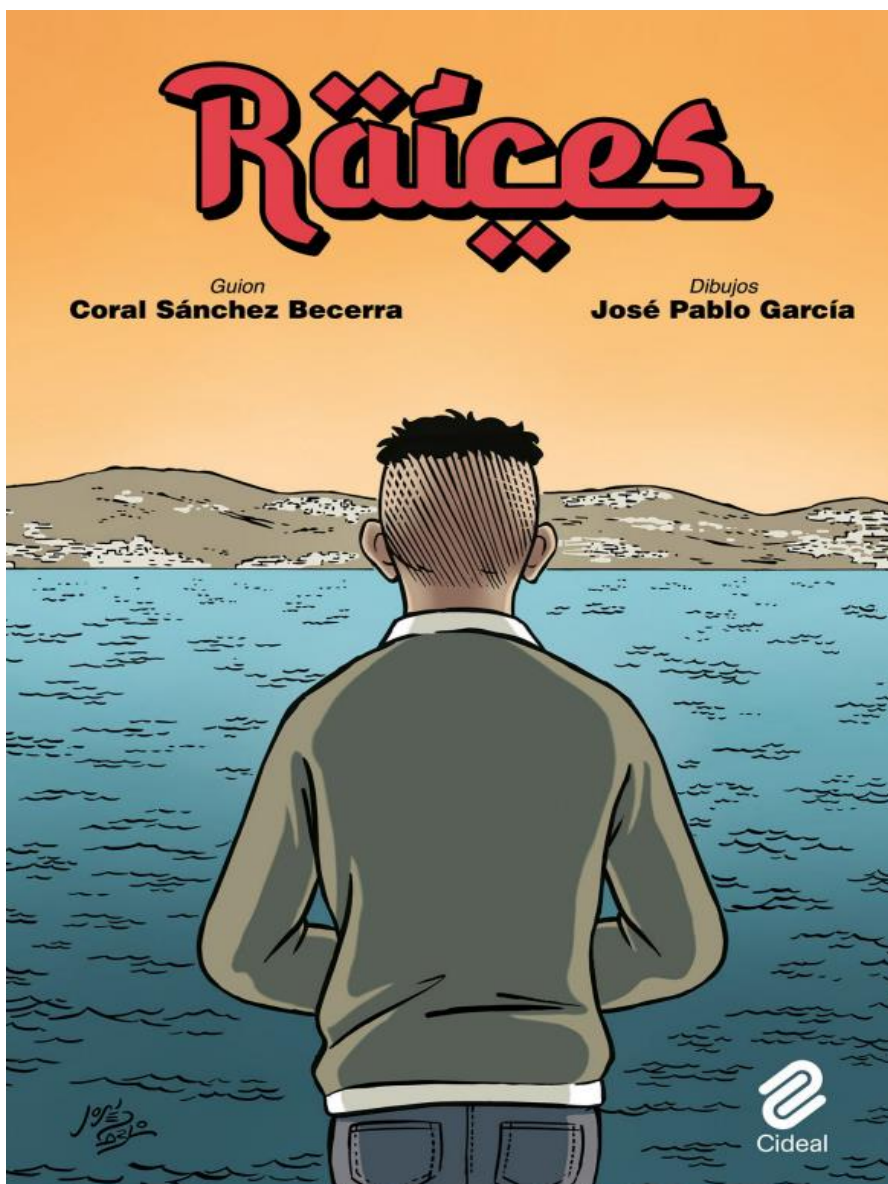
ANNEX 3. DOCUMENTARY OF THE MOROCCAN ASSOCIATION FOR THE INTEGRATION OF IMMIGRANTS. EX-GUARD

Presentation of the documentary of the Moroccan Association for the Integration of Immigrants. 'Ex-ward: from guardianship to abandonment'.

The documentary is part of the Youth on the Move project and collects the testimonies of Adil (fictitious name), Hicham and Abdesselam, three young ex-ward migrants who narrate in first person how life changes once they turn 18 years old. They are testimonies of survival and resilience marked by the lack of resources and continuous obstacles that the young migrants face when they come of age.

In 'Ex-ward: from guardianship to abandonment' some of the main obstacles faced by this group are exposed: the lack of places in specific housing resources, problems with documentation or the non-granting of authorization to access a job. Despite all the difficulties faced by young people who find themselves alone and without means, they manage to become examples of survival based on effort, strength and improvement.

The Youth on the Move project has the collaborative support of the Andalusian Agency for Innovation and Development (IDEA Agency), the Ministry of Equality, Social Policies and Conciliation of the Junta de Andalucía.

link: **https://www.youtube.com/watch?v=miuBf10DQqM**

ANNEX 4. INTERCULTURAL COEXISTENCE FROM THE PERSPECTIVE OF FRONTLINE PROFESSIONALS

This questionnaire is part of a sample, led by Dr. Manuel Moyano from University of Córdoba, carried out by leading researchers of immigration issues and that are part of a broader work carried out throughout the national sphere as a result of the events in Ceuta in May 2021.

It is useful information that shows a diagnosis and helps to assess perceptions about immigration conflict and interculturality.

Poll questions:

INTERCULTURAL COEXISTENCE FROM THE PERSPECTIVE OF FRONTLINE PROFESSIONALS

SOCIODEMOGRAPHIC VARIABLES

Sex:

Age:

Time of experience / service: _____ years

Profile: Professional / Volunteer / Other

Mark the area or areas of intervention: Education and Training / Social intervention / Psychological intervention / Health intervention / Legal advice / Advice for employment / Immigrants and refugees / Women / Minors and Young people / Older people / Juvenile justice / Social exclusion / Leisure and Sport / Others

Province:

Location:

Neighborhood / District / Area of intervention:

CHARACTERIZATION OF INTERCULTURAL COEXISTENCE

Indicate the approximate percentage of resident immigrants in their usual context of intervention:

Between 0% and 10%

Between 10% and 20%

Between 20% and 30%

Between 30% and 40%

Between 40% and 50%

Above 50%

Mark with an X your degree of agreement with these statements:

		Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
1	There is a lot of cultural diversity among the recipients of my interventions	1	2	3	4	5	6	7
2	I must attend to a lot of cultural diversity in the groups for which I am responsible	1	2	3	4	5	6	7
3	The incorporation of immigrants into the host society is a problem	1	2	3	4	5	6	7
4	In recent months I have noticed changes in the host society that make me think that intercultural coexistence has worsened	1	2	3	4	5	6	7
5	Lately intercultural coexistence has worsened in the context where I work	1	2	3	4	5	6	7

Based on your experience, briefly indicate possible positive aspects or good practices associated with intercultural coexistence in your intervention context:

Based on his experience, briefly indicate possible negative and / or conflictive aspects associated with intercultural coexistence in your intervention context:

EFFECTIVENESS AND INVOLVEMENT OF SOCIAL AGENTS

Assess the effectiveness and / or involvement of the following resources or social agents in order to improve intercultural coexistence:

		Very negative	Negative	Somewhat negative	Neither positive nor negative	Somewhat positive	Positive Very	Very positive
1	Teaching staff, in general	1	2	3	4	5	6	7
2	Teachers responsible for teaching Spanish to foreigners (eg ATAL)	1	2	3	4	5	6	7
3	Non-profit entities and NGOs	1	2	3	4	5	6	7
4	Local religious leaders	1	2	3	4	5	6	7
5	Local political leaders	1	2	3	4	5	6	7
6	Professionals of socio-educational intervention (social educators, social workers)	1	2	3	4	5	6	7
7	Immigrant communities	1	2	3	4	5	6	7
8	Communities of the host society	1	2	3	4	5	6	7
9	Neighborhood (through good reception, absence of prejudice)	1	2	3	4	5	6	7
10	Local police	1	2	3	4	5	6	7
11	Social models of young people (eg youtubers, influencers)	1	2	3	4	5	6	7

1 2	Intercultural Mediators	1	2	3	4	5	6	7

OBSERVATIONS. If you consider it, indicate other qualitative aspects that you consider relevant.

PROFESSIONAL EXPERIENCE PRIOR APPROACH INTERCULTURAL COEXISTENCE

Please briefly indicate possible intervention actions in which you have been involved as a professional and / or volunteer to improve intercultural coexistence:

RISK / PROTECTION INDICATORS INTERVENTION CONTEXT

Mark with an X your degree of agreement with these statements:

		Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
1	Many adults live in the neighborhood who can be "positive role models" for young people and facilitate their integration.	1	2	3	4	5	6	7
2	The inhabitants of the neighborhood feel appreciation for the institutions located in the same (eg civic center, School)	1	2	3	4	5	6	7
3	In recent months there have been identity and attitude changes in existing cultural groups in the neighborhood that make me think that there is greater polarization	1	2	3	4	5	6	7
4	In the neighborhood there are many activities and resources so that young people can have fun and train in a healthy way	1	2	3	4	5	6	7

5	In the neighborhood there are usually conflicts between groups with different cultures	1	2	3	4	5	6	7
6	There are some leaders or influential people who are making it difficult for the coexistence to be positive between the different social groups	1	2	3	4	5	6	7
7	Some people from outside may feel afraid or insecure to come to the neighborhood	1	2	3	4	5	6	7
8	Children and young people can find adults in the neighborhood who offer them social support and help them solve personal problems that they have to face	1	2	3	4	5	6	7
9	In recent months, tension and conflict has increased between the different cultural groups residing in the neighborhood.	1	2	3	4	5	6	7
10	In the neighborhood there are young people who are at risk of falling under the control of gangs and other manipulative groups	1	2	3	4	5	6	7

OBSERVATIONS. If you consider it, indicate those qualitative aspects that you consider relevant.

Taking into account the social context in which you carry out your work, indicate the degree to which the following aspects may be producing an increase in perceived intercultural conflict:

		Stronaly disaaree	Disaaree	Somewhat disaaree	Neither aaree nor disaaree	Somewhat aaree	Aaree	Stronaly aaree
1	Perception of demographic pressure due to immigration	1	2	3	4	5	6	7

2	Perception of MENA (unaccompanied foreign minors) as a threat	1	2	3	4	5	6	7
3	Speech of certain political groups that favor the perception of immigration as a problem	1	2	3	4	5	6	7
4	Speech by certain political groups that favor the perception of immigration as an opportunity and a Human Right	1	2	3	4	5	6	7
5	The role of the Internet in promoting hate speech	1	2	3	4	5	6	7
6	Conflicts in the Middle East (eg Israel-Palestine)							
7	Perception that immigrant communities do not really want to integrate	1	2	3	4	5	6	7
8	Perception that the host society does not really want to integrate immigrants	1	2	3	4	5	6	7
9	Perception of discrimination and / or injustice by immigrants	1	2	3	4	5	6	7
10	Migration crisis in Ceuta and Melilla	1	2	3	4	5	6	7
11	Economic crisis in general	1	2	3	4	5	6	7
12	Social situation derived from the pandemic	1	2	3	4	5	6	7

OBSERVATIONS. If you consider it, indicate other qualitative aspects that you consider relevant on this point.

In the coming months we will carry out a longitudinal follow-up to see how these indicators have evolved over time and the influence they have on intercultural coexistence.

We would like very much to have your cooperation. If so, please provide us with your email so that we can contact you again in the future: _____

THANK YOU FOR YOUR COOPERATION

Sample result (june 2021):

	Marca temporal	Sexo:	Edad	Tiempo	Perfil profesion	Cuerpo:	Especialidad:	Provincia:	Localidad:	Barrio / Distrito / Zona	Porcentaje aproximad
1											
2	6-9-2021 11:52:56	Hombre	72	18	Intervención soci	Voluntario	Personas mayores	Málaga	Antequera	Comarcal	Entre el 10% y el 20%
3	5-31-2021 20:17:56	Hombre	46	15	Docente	FP	Formación y Orientació	Málaga	Málaga	San Andrés	Entre el 0% y el 10%
4	6-1-2021 12:02:32	Mujer	43	14	Docente	Secundaria	Francés	Málaga	Málaga	Huelin	Entre el 10% y el 20%
5	6-1-2021 17:16:33	Mujer	32	1	Docente	Secundaria	Inglés	Málaga	Málaga	Huelin	Entre el 0% y el 10%
6	6-1-2021 19:49:43	Hombre	49	20	Docente	Secundaria	Filosofía	Málaga	Málaga	Huelin	Entre el 20% y el 30%
7	6-1-2021 20:10:51	Mujer	42	17	Docente	Secundaria	Geografía e Historia	Málaga	Málaga	Málaga norte y oeste	Entre el 20% y el 30%
8	6-1-2021 22:14:40	Hombre	58	33	Docente	Secundaria/F	Lengua y Literatura	Málaga	Málaga	Huelin	Entre el 10% y el 20%
9	6-2-2021 11:15:34	Mujer	45	21	Docente	Primaria	Ed. Física	Málaga	Málaga	Ciudad Jardín	Entre el 10% y el 20%
10	6-2-2021 19:48:27	Mujer	40	9	Docente	FP	Equipos electrónicos	Málaga	Málaga	Distrito oeste	Entre el 0% y el 10%
11	6-2-2021 19:54:57	Mujer	36	11	Docente	Secundaria	Inglés	Málaga	Málaga	Carretera Cádiz	Entre el 0% y el 10%
12	6-2-2021 20:09:01	Hombre	58	33	Docente	Secundaria	humanidades	Málaga	Málaga		2 Entre el 30% y el 40%
13	6-5-2021 20:53:11	Mujer	56	30	Docente	Secundaria	Geografía e Historia	Málaga	Málaga	Huelin	Entre el 20% y el 30%
14	6-8-2021 11:02:57	Mujer	35	10	Docente	Primaria	LENGUA EXTRANJER	Málaga	Málaga	Las Flores	Por encima del 50%
15	6-9-2021 11:30:42	Hombre	51	24	Docente	Secundaria	Física y Química	Málaga	Málaga	Axarquía	Entre el 10% y el 20%
16	6-9-2021 19:58:31	Hombre	29	3	Intervención soci	Profesional	Intervención social, Inm	Málaga	Málaga	Málaga	Por encima del 50%
17	6-12-2021 0:52:32	Hombre	38	22	Intervención soci	Profesional	Educación y Formación	Málaga	Málaga	Palma Palmilla	Entre el 40 % y el 50%
18	6-14-2021 9:58:42	Hombre	25	3	Intervención soci	Voluntario	Intervención psicológica	Málaga	Málaga		Por encima del 50%
19	6-14-2021 12:29:18	Mujer	47	20	Intervención soci	Profesional	Intervención psicológica	Málaga	Málaga	Málaga capital y provin	Entre el 40 % y el 50%
20	6-1-2021 21:13:27	Mujer	50	10	Docente	Secundaria	Economía	Málaga	Málaga	Huelin	Entre el 20% y el 30%
21	6-5-2021 8:59:44	Mujer	50	27	Docente	Primaria	Musica, Primaria, Peda	Málaga	Málaga	Distrito Este	Entre el 0% y el 10%
22	6-14-2021 9:50:05	Mujer	30	5	Intervención soci	Profesional	Educación y Formación	Málaga	Málaga	Toda la ciudad	Entre el 10% y el 20%
23	6-3-2021 12:55:14	Mujer	37	13	Docente	Secundaria	Biología y geología	Málaga	Marbella	Las chapas	Por encima del 50%
24	6-3-2021 14:17:02	Mujer	57	20	Docente	Secundaria	Religión	Málaga	Marbella	Las chapas	Entre el 20% y el 30%
25	6-3-2021 17:39:06	Mujer	41	8	Docente	Secundaria	Lengua castellana	Málaga	Marbella	Cala de mijas	Entre el 30% y el 40%
26	6-6-2021 11:08:53	Mujer	26	1	Docente	Secundaria	Lengua Castellana y Li	Málaga	Marbella	Elviria	Entre el 40 % y el 50%
27	6-10-2021 23:51:37	Mujer	26	1	Docente	Primaria	ATAL	Málaga	Marbella	Itinerante entre el cent	Entre el 20% y el 30%
28	6-3-2021 16:22:08	Mujer	55	30	Docente	Secundaria	Inglés	Málaga	Rincón de la victoria	Rincón de la victoria	Entre el 0% y el 10%
29	6-3-2021 10:07:11	Mujer	64	35	Docente	Primaria	Lengua Española y Fra	Málaga	Torremolinos	El Pinillo	Entre el 10% y el 20%
30	6-2-2021 14:44:50	Mujer	57	36	Docente	Primaria	Educación Primaria	Málaga	Torrox	El Morche	Entre el 10% y el 20%
31	6-3-2021 11:43:34	Mujer	39	14	Docente	Secundaria	Lengua y Literatura cas	Málaga	Torrox	Pontil	Entre el 20% y el 30%
32	6-7-2021 8:30:05	Hombre	53	26	Docente	Secundaria	BIOLOGÍA Y GEOLOGI	Málaga	Torrox	Torrox	Entre el 10% y el 20%

diversidad cultural en	Debo atender mucha	La incorporación de i	En los últimos meses	Últimamente la convi	Aspectos POSITIVOS o buenas prácticas asociados a la con	Aspectos NEGATIVOS y/o conflictivos asociados a la conviven
5	6	5	2	2	falta de cultura e información	La desigualdad cultural y pensamos más en lo negativo que lo
6	3	4	7	7	Facilitar apuntes al alumnado con lenguaje sencillo.	Falta de medios humanos para atender al alumnado inmigrante
2	2	5	5	3	Apertura de mente	Bajada de nivel a causa de meter a los alumnos en clase sin co
1	3	6	1	2	Los alumnos aprenden de otras culturas	Los niños nuevos que llegan de otros lados a veces son despla
5	5	4	3	3	Aprender del diferente e interculturalidad como eje del proce	Racismo, xenofobia puntuales no generalizadas
6	5	5	2	1	Valoración positiva del conocimiento de idiomas y del estudi	Problemas de comunicación cuando no se maneja el castellano
3	5	5	5	4		
2	1	2	4	1	Conocer otras culturas. La comunidad educativa fue muy sol	Poca ayuda de la administración para profesorado especialista
3	3	2	3	3	El alumnado aprende diferentes modos de vivir	Puede haber mucho rechazo, sobre todo al alumnado marroquí
4	3	4	4	3		
6	6	6	2	2		
7	7	4	1	1	Se hacen amigas niñas de muy diversas procedencias y cult	Lo más negativo es ver como al alumnado que tiene dificultade
7	7	5	5	3	La riqueza de las diferentes culturas es un punto a favor para	problemas de idioma y socialización
5	3	2	2	1	Aprendemos su cultura, su lengua y ellos pueden ayudarnos	Falta de medios técnicos y humanos para poder atenderlos cor
7	7	1	7	6		
6	6	7	6	6		
7	7	6	5	1		
7	6	4	4	5	Como profesional me aporta otras visiones y valores. A vece	Principalmente e idioma. En mi área de intervención es fundam
7	6	5	4	4		
4	3	2	2	2	Da riqueza el ser de diferente nacionalidad, ayuda a la empa	No hay profesor ATAL para todos los centros, tienes que tener
6	5	1	6	4	La diversidad cultural siempre es una riqueza. Aspectos posi	Un aspecto negativo seria las reacciones racistas, clasistas y c
6	6	6	1	1		
6	6	2	4	3	Es enrique Edit para todos, profes icluidos y nos ayuda a pe	Cuando son niños, generalmente ingleses, q en la adolescenci
5	5	6	3	3		
7	5	6	7	5		
7	7	1	1	1	La incorporación de alumnado extranjero en estos centros n	En principio, falta de comunicación y entendimiento, pero que c
5	2	6	4	2	Visión global más amplia, mayor tolerancia y mayor riqueza c	Imposición de costumbres de los migrantes a los locales
6	6	2	2	2	Conocer nuevas culturas	Diferentes costumbres y religión
6	4	6	4	2	Si no jerarquizamos las distintas culturas, existe un enrique	El desarrollo de la competencia lingüística del alumnado con di
2	1	7	4	7		
5	4	5	4	4	La diversidad es enriquecedora para todo el grupo.	La falta de adaptación o la falta de dominio del idioma relentiza

Profesorado, gen	Profesorado resp	Entidade	Líderes relig	Lideres poli	Profesional	Familias d	Famili	Comunidad	Policía loca	Modelos	Mediado	OBSERVACIONES. Si lo considera, señale otros aspectos cu
5	6	6	5	5	6	7	6	5	5	6	6	La falta de empleo
7	7	6	1	1	7	3	3	6	4	2	4	
5	6	5	4	1	5	4	3	4	3	1	4	
7	7	7	1	1	7	6	7	7	1	7	7	
6	7	7	5	6	7	6	6	6	6	5	6	
6	7	6	4	4	5	6	6	6	6	6	6	Debo señalar que el profesorado ATAL imprescindible para atenua
4	6	6	4	4	6	4	4	5	5	3	6	
7	4	4	4	4	4	5	6	6	4	4	4	
6	7	4	4	4	6	4	4	4	4	4	4	
7	7	2	4	3	3	3	4	4	4	3	4	
7	7	4	4	4	4	4	4	4	4	4	4	Creo necesario, muy necesario el trabajo del profesorado de ATAL
6	6	6	5	2	6	6	6	5	3	4	5	
5	6	7	5	1	7	6	7	7	7	2	7	
7	6	7	5	3	7	7	6	6	3	2	7	
6	6	6	1	1	6	3	3	1	4	4	4	
6	6	7	6	7	7	7	6	6	6	6	6	
6	6	7	4	4	6	6	6	6	3	5	7	Creo que al final, la sensibilidad es algo que marca cuando hablam
6	7	6	5	4	6	5	5	5	5	4	6	
5	5	6	5	4	5	5	5	5	6	5	6	
5	6	6	5	3	6	6	5	4	2	4	6	
5	7	6	4	4	7	5	5	5	4	4	6	
7	7	7	7	6	7	4	7	5	5	4	4	No se
6	7	6	6	6	6	5	5	5	5	5	5	
4	6	3	1	3	3	3	3	2	1	3	3	
6	7	6	4	4	6	6	6	7	7	6	7	El problema de ATAL, es que los niños y niñas tienen muy pocos d
6	7	5	6	6	6	5	6	5	6	4	6	
6	1	5	4	4	4	2	6	3	6	3	5	En mi Centro no hay ATAL
7	7	4	4	4	4	5	4	4	4	4	4	
6	6	6	1	1	3	3	1	3	1	1	3	
6	6	6	6	6	6	6	6	6	6	4	6	El tipo de familia del alumnado extranjero es clave en la correcta i

Por favor, señale brevemente posibles acciones de intervención en las que se haya implicado como docente para mejorar la convivencia intercultural:
Actividades interculturales, trabajar contenidos transversales como la igualdad.
Ninguna
Departamento de convivencia, Biblioteca y como profesor de Valores éticos
Semanas de convivencia intercultural, debates en el aula.
Al ser profesora de FP, mi intervención se ha limitado a llamar la atención cuando los comentarios del alumnado se celebraban en los inmigrantes.
Enseñanza de español a alumnado con alemán como lengua materna
Poner atención a la celebración de fiestas religiosas del alumnado
Exposición e investigación de MIS ORIGENES
Sesiones de acogida de algún alumno, de presentación con la finalidad de que se muestren más cómodos en el aula
Jornadas interculturales en las que cada personas podía mostrar algo artístico propio de su país, talleres de comidas del mundo, eventos de concienciación para la población n
En mi trabajo día a día, puesto que el bienestar tiene mucho que ver con la adaptación al medio y el respeto por el entorno.
Día de la convivencia (merienda compartida de familias alumnado y profesorado con platos típicos)
Encuentros vecinales, programas de radio y proyectos educativos enfocados a la reducción de las desigualdades y la valoración de la diversidad.
Facilitar la introducción en el aula del alumno y facilitarle un compañero q hable su idioma o haya pasado por una situación similar
Tratar y mediar en los conflictos que se han generado. Trabajar la convivencia en todo momento con todo el alumnado
Apoyo lingüístico
Charlas para las familias extranjeras , a las que no suelen asistir o ni se interesan
Jornadas de Interculturalidad en el centro. Exposiciones, charlas y debates sobre el tema.
Numerosas veces. Sobre todo en los últimos años como responsable de la jefatura de estudios.

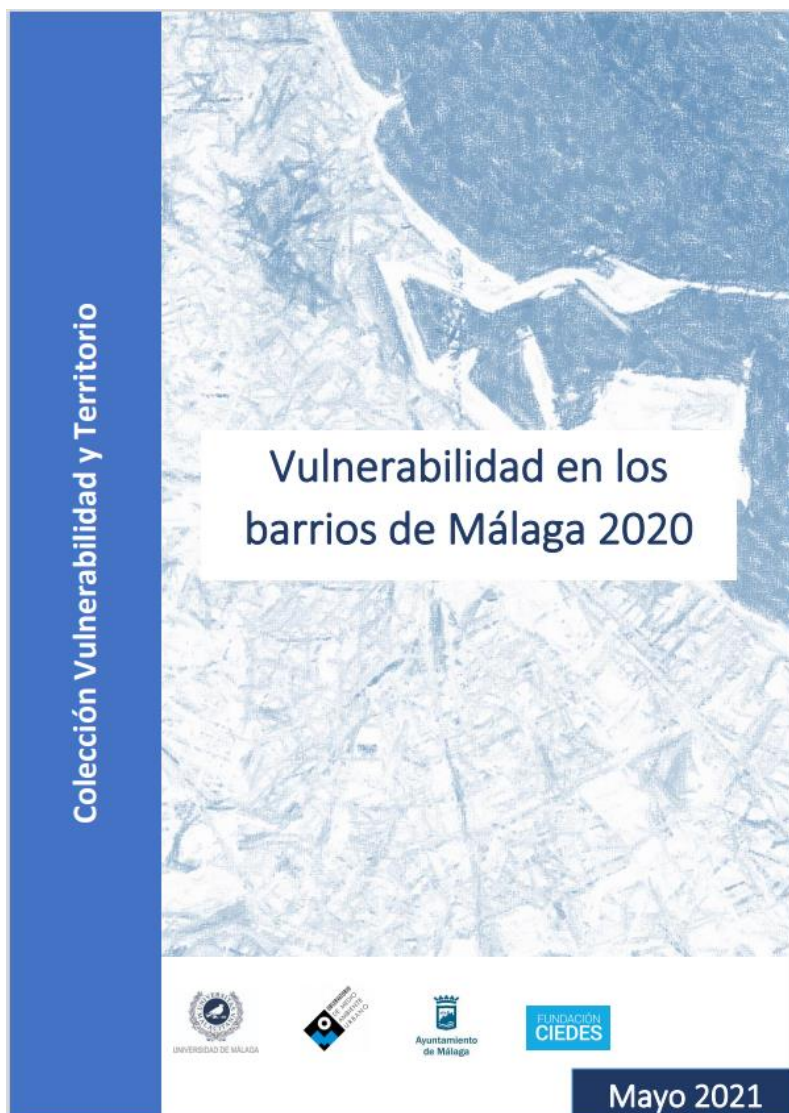| En el barrio r	Los habitant	En los últimos	En el barrio l	En el barrio suel	Existen algunos	Alguna gente d	Los niños y jóve	En los últimos	En el barrio	OBSERVACIONES. Si lo considera, señale aquellos aspectos cualitativos que considere relevantes.
5	5	2	2	2	2	2	4	4	4	
7	6	5	2	4	5	4	5	4	4	4
6	6	4	6	1	1	1	6	1	1	1
6	6	1	6	1	1	1	6	4	4	6
4	5	4	4	4	5	4	4	4		3
5	5	2	3	3	3	1	5	1		2
3	4	5	2	3	5	5	5	4		4
4	6	4	6	3	3	1	5	1		2
4	4	4	4	4	4	6	1	4		6
4	2	4	4	4	4	3	4	4		4
4	4	3	4	3	3	2	3	1		2 en algunas preguntas noo estan todas las respuestas osibles
4	7	4	4	5	4	2	4	4		5 Hay mucha atracción a usar las cachimbas y eso hace perder el miedo a otras cosas(hachis)
3	4	4	4	4	5	4	4	4		5
7	6	1	5	1	1	1	5		5	5 La falta de trabajo, de oportunidades o los malos resultados académicos pueden provocar que este alumnado busque otras activid
5	5	6	4	4	5	3	4	5		3
1	1	7	3	3	7	7	1	7		?
5	4	4	4	4	4	3	4	3		1
6	5	4	6	6	4	4	7	7	2	4
4	4	4	3	3	3	4		3	2	4
5	7	3	2	3	3	1	5		1	2 Hay el problema de la droga y no es de gente inmigrante. Son trabajadores y están integrados en su mayoría. La droga viene de cla
6	5	4	3	3	7	4	5	3		1
5	5	5	1	2	1	6	1		1	
5	6	4	5	3	5	3	5	3		4 No se
7	6	5	4	4	4	5	4	4		4
5	6	2	2	2	2	1	3	1		1
6	5	2	5	4	2	5	5	2		5
6	6	4	5	4	2	4	5	1		2
3	3	3	2	2	3	4	4	2		6 La falta de personalidad en los chicos jóvenes y la formación de pequeñas pandillas
5	7	4	2	2	4	2	4	2		3
1	5	1	1	1	1	1	1	1		1
7	6	2	6	6	5	4	5	2		3 Evitar lo guelos de personas extranjeras es importante para favorecer la integración.

Presión demo	MENA (me	Discurso de	Discurso de	El papel del	Conflicto	Comunid	Sociedad	Discrimina	Crisis migr	Crisis econo	Otros	OBSERVACIONES. Si lo considera, señale otros aspectos cualitativos que considere relevantes sobre este punto.
4	4	7	5	2	4	4	4		5	2		2 no favorece pero nada la poca intervención política en el fenómeno inmigrante
4	4	6	5	7	7	4	4	4			7	7 Difícil evaluar la percepción como factor de incremento del conflicto
4	6	6	5	7	4	6	5	4		6	6	
4	4	5	4	5	5	4	4	4		4	5	
6	6	5	4	2	1	4	2	3		6	5	
5	6	6	4	6	3	6	6	5			7	
2	1	5	6	6	6	5	5	5		6	6	
6	6	7	5	7	3	6	7	6		6	6	
4	2	7	4	6	6	6	5	4		5	5	2
2	1	7	2	6	7	2	2	6		5	7	7 Cuando hay problemas económicos las tensiones aumentan
6	1	5	5	4	4	5	5	1		6	6	
5	6	2	4	7	4	5	7	4		5		5 Considero que los medios de comunicación tiene también una gran importancia en la concepción de los inmigrantes como un problema social, el pasándome como lo extraño, como si hubiese un ellos y un nosotros. Las políticas de integración
7	7	3	4	1	1	5	7	4		5		7
3	6	7	3	4	5	5	4	4		5	5	
5	6	7	4	5	5	5	6	4		7	7	
5	4	7	4	5	5	6	6	6		5	6	
5	6	7	5	6	5	5	5	4		6	7	7 La pandemia ha agudizado la crisis personal, familiar, económica por falta trabajo en El Barrio.
5	5	7	2	6	6	6	5	6		7	6	
1	1	2	2	3	3	3	3	3		4	4	
5	6	4	6	6	3	4	3	4		6	6	6 Hay poca hablar en España y asusta de qué van a vivir los inmigrantes. Ellos le dicen no es lo q escuchen en casa
4	6	7	7	5	6	6	6	4		5	5	
3	3	7	6	7	5	6	5	2		6	6	
2	5	2	5	3	4	5	4	4		6	5	
3	4	4	4	3	3	3	2	2		6	6	
3	4	4	4	4	3	3	3	3		4	4	
1	1	5	6	5	1	2	2	1		1	3	9 Cuando la situación económica no es favorable para la población autóctona se valora menos al inmigrante y se le cuestiona más.
4	4	4	4	4	4	4	4		6	6		

ANNEX 5.

REPORT VULNERABILITY IN THE NEIGHBORHOODS OF MÁLAGA 2020 | Vulnerability and Territory Collection.

University of Málaga. Observatory of Urban Enviroment. City Council of Málaga. CIEDES Foundation.

https://drive.google.com/file/d/1tnV-yZrTSQMjn_NIeXgne-K07k1Xx5l2/view

ANNEX 6.

RELIGIOUS PLURALISM IN MÁLAGA. SITUATION REPORT 2020. Evolution during the COVID-19 pandemic and future prospects.

https://docplayer.es/214976765-El-pluralismo-religioso-en-malaga-informe-de-situacion-2020-evolucion-durante-la-pandemia-covid-19-y-perspectivas-de-futuro.html

EL PLURALISMO RELIGIOSO EN MÁLAGA:
INFORME DE SITUACIÓN 2020
Evolución durante la pandemia COVID-19 y
perspectivas de futuro

Informe del Área de Participación Ciudadana, Migración, Acción Exterior, Cooperación al Desarrollo, Transparencia y Buen Gobierno del Ayuntamiento de Málaga. Elaborado por el Foro para la Paz en el Mediterráneo.

ANNEX 7.

MAP OF ORGANISATIONS AND INSTITUTIONS WITH FIELDS OF ACTION RELATED TO INMIGRATION IN THE CITY OF MALAGA

https://www.cifalmalaga.org/web/avances-rad2citizen/

ANNEX 8.

Good practices example for NGO´s

COOPERACIÓN Y DESARROLLO CON EL NORTE DE ÁFRICA http://www.codenaf.org/

Reference list

ANNEX 1. Movement Against Intolerance. Training plan on Hate Crimes.

ANNEX 2. CIDEAL Foundation. Comic RAICES. https://www.cideal.org/conoce-nuestro-comic-raices-y-el-trabajo-que-realizamos-sobre-prevencion-de-la-radicalizacion-violenta/

ANNEX 3. Moroccan Association for the Integration of Immigrants Ex-ward: from guardianship to abandonment. https://www.youtube.com/watch?v=miuBf10DQqM

ANNEX 4. INTERCULTURAL COEXISTENCE FROM THE PERSPECTIVE OF FRONTLINE PROFESSIONALS. UNIVERSITY OF CÓRDOBA. Dr. Manuel Moyano.

ANNEX 5. REPORT VULNERABILITY IN THE NEIGHBORHOODS OF MÁLAGA 2020 | Vulnerability and Territory Collection. University of Málaga. Observatory of Urban Enviroment. City Council of Málaga. CIEDES Foundation.

https://drive.google.com/file/d/1tnV-yZrTSQMjn_NIeXgne-K07k1Xx5l2/view

ANNEX 6: RELIGIOUS PLURALISM IN MÁLAGA. SITUATION REPORT 2020. Evolution during the COVID-19 pandemic and future prospects

https://docplayer.es/214976765-El-pluralismo-religioso-en-malaga-informe-de-situacion-2020-evolucion-durante-la-pandemia-covid-19-y-perspectivas-de-futuro.html

ANNEX 7: MAP OF ORGANISATIONS AND INSTITUTIONS WITH FIELDS OF ACTION RELATED TO INMIGRATION IN THE CITY OF MALAGA

https://www.cifalmalaga.org/web/avances-rad2citizen/

ANNEX 8.

Good practices example for NGO´s

COOPERACIÓN Y DESARROLLO CON EL NORTE DE ÁFRICA http://www.codenaf.org/

Cederman, Lars, Wimmer, Andreas, and Min, Brian. "Why Do Ethnic Groups Rebel?". 2010. World Politics, 62:1. Page 87-119.

City Council of Málaga: Organismo Autónomo de Gestión Tributaria. Report of Foreign Population in Málaga. 2020.

European Commission. Statistics on Migration to Europe. Obtained June 2021. https://ec.europa.eu/info/strategy/priorities-2019-2024/promoting-our-european-way-life/statistics-migration-europe_en

International IDEA. "Migration, Social Polarization, Citizenship, and Multiculturalism," in The Global State of Democracy: Exploring Democracy's Resilience. 2017. Stockholm. available at https://idea.int/gsod/

International Organization for Migrations https://www.iom.int/who-is-a-migrant

List of Least Developed Countries (as of 11 February 2021). UNITED NATIONS. Committee for Development Policy. https://www.un.org/development/desa/dpad/wp-content/uploads/sites/45/publication/ldc_list.pdf

Mateos, Duran, Villaseñor, Martinez. Edited by Instituto Universitario de Estudios sobre Migraciones Comillas. Migratory Flows at the Borders of our World. 2020.

National Statistics Institute, Madrid. Information about Population Structure in Málaga. Information obtained 2021. https://www.ine.es/

Pathways to Peace: Inclusive Approaches to Preventing Violent Conflict. United Nations World Bank, 2017. https://openknowledge.worldbank.org/handle/10986/28337

Safe and Inclusive Cities project website: https://idrc.ca/en/project/safe-and-inclusive-cities-research-reduce-urban-violence-poverty-and-inequalities

See, Bollens, Scott "Managing Multicultural Cities in Divided Countries," in K. Good, L. Turgeon, T. Triadafilopoulos (Eds.), Segmented Cities?: How Urban Contexts Shape Ethnic and Nationalist Politics, Vancouver, British Columbia, Canada. University of British Columbia, 2014: 226-249.

The Operational Data Portal. Situation of Migratory Flows Mediterranean. 2021: https://data2.unhcr.org/en/situations/mediterranean

The Operational Data Portal. Situation of Migratory Flows Mediterranean: refugees and migrants arriving to Spain, Italy, Greece, Malta and Cyprus. 2021. https://data2.unhcr.org/en/situations/mediterranean

The Operational Data Portal. Situation of Migratory Flows Mediterranean: refugees and migrants arriving to Spain, Italy, Greece, Malta and Cyprus. 2021. https://data2.unhcr.org/en/situations/mediterranean

The Operational Data Portal. Situation of Migratory Flows Mediterranean: Most common nationalities of Mediterranean sea and land arrivals 2021. https://data2.unhcr.org/en/situations/mediterranean

The Operational Data Portal. Situation of Migratory Flows Mediterranean: Spain 2021. https://data2.unhcr.org/en/situations/mediterranean

The Operational Data Portal. Situation of Migratory Flows Mediterranean: Nationality of arrivals to Spain 2021. https://data2.unhcr.org/en/situations/mediterranean

The Operational Data Portal. Situation of Migratory Flows Mediterranean: Arrivals to Spain 2021. https://data2.unhcr.org/en/situations/mediterranean

UN News, Hatred 'a threat to everyone,' declares Guterres calling for global effort to end xenophobia and 'loathsome rhetoric,' 4 April 2019, at https://news.un.org/en/story/2019/04/1037531.

UN. Department of Economic and Social Affairs. International Migration 2020 Highlights.
UNDP (2015b). Guidance Note: A Development Approach to Migration and Displacement. New York: UNDP, 2015. Available at: http://undp.org/content/undp/en/home/librarypage/democratic-governance/conflictprevention/strengthening-resilience-to-conflict-and-turbulence.html.

United Nations Development Programme. Strengthening Social Cohesion. Conceptual framing and programming implications. Conflict Prevention, Peacebuilding and Responsive Institutions (CPPRI) team at the Crisis Bureau, UNDP.