

QUESTIONING MIGRATIONS



PEDAGOGICAL SHEET KIT #3



EUROPEAN ASYLUM POLICY



> EDUCATIONAL GOALS

- Become familiar with the basic concepts of the asylum system in the EU
- Understand the diversity of ways and reasons why people seek asylum
- Understand that opportunities and treatment differ from country to country.
- Question EU asylum policy
- Cultivate critical thinking

> PARTICIPANTS

Young people aged 16 to 30.
Number of participants: Minimum 5 people / maximum 30 people.
*These recommendations are subject to the context, needs and opportunities of each organization and audience.

> DURATION

3/4 hours

*This workshop can be completed in one day or divided into three 1.5-hour sections (not including time for introduction, ice-breakers, energizers, breaks, debriefing and evaluation)



SESSION #1 —→ 3h15

Part 1 : MEUndo Café -> 20'

> PEDAGOGICAL OBJECTIVES

- To familiarize with core terminology of the Asylum Policy
- To understand the basic parts of the Dublin Procedure
- To get basic knowledge on the Geneva Convention

> FACILITATORS

3 people for each table (stages)

> NEEDED MATERIAL

- 1 jigsaw puzzle (20 pieces)
- yes/no game: 1 A3 board game
- yes/no game: 4 profile cards
- yes/no game: 4 counters with 4 first names
- Geneva Convention quiz: cards with questions and answers
- 3 tables

UNFOLDING THE ACTIVITY

This is a cooperative game, so there is no competition between the teams. Divide the group into 3 teams (1 table/group). One game per table:

Table 1 → puzzle

Table 2 → yes/no game

Table 3 → Quiz on the Geneva Convention

World Café : The group must spend 10 minutes at each table playing the three games. After 10', the teams change tables. And so on.

This is a self-managed game, so there is no need for a facilitator per table.

Rules for the puzzle :

The puzzle pieces are shuffled on the table.

As with a normal jigsaw, the participants have to put the pieces together to create a large jigsaw.

On the jigsaw, participants must match the terms to the definitions.

The terms :

- refugee
- asylum seeker
- international protection
- subsidiary protection
- temporary protection
- rejected asylum seeker
- voluntary returns
- CEAS: Common European Asylum System
- Geneva Convention
- Dublin system

10'



Rules of the Yes/No game :

10'

The pack of cards, the profile cards and four counters with four first names are placed on the table.

The participants choose a profile card and read its contents. They then go to the game board, take the counter with the corresponding first name and follow the questions to see how the case on the profile card will be dealt with under the Dublin procedure. The participants move the counter according to the answers to the questions.

When a profile card has found its destination, the participants can take another profile card to follow another route.

The facilitator can give the sheet with the solutions to the participants, who can check that their answers are correct.

Rules for the Geneva Convention quiz :

10'

There are 6 cards on the table. One MCQ question per card.

As in a traditional quiz, participants answer each question and check the accuracy of their answers by turning over the card.

DEBRIEF

10'

- Gather feedback from participants
- Ensure that the basic concepts are understood (terminology, Dublin procedure, Geneva Convention), as there is a lot of information to be covered in a short space of time.
- Emphasise the fact that there is a general (and fairly complex) framework for international protection and asylum policy
- Emphasise that, despite this framework, it is important to understand that being a refugee or an asylum seeker is only a status and that human beings should not be reduced to their status alone.
- Prepare the transition for the next game "Move your luggage!"



Part 2 : Move the luggage ! -> 30'

> PEDAGOGICAL OBJECTIVES

- Understand the diversity of ways and reasons why people seek asylum
- To feel empathy for people who have a history of seeking asylum.

> FACILITATORS

1 or 2 facilitators, depending on the number of participants

> NEEDED MATERIAL

- Empty suitcase (or backpack)
- Migrant roles cut out on paper (20 roles in total)
- (optional) Pens, markers and scrap paper

UNFOLDING THE ACTIVITY

The facilitator puts descriptions of different migrant profiles in the suitcase. The participants arbitrarily choose a migrant profile from the suitcase. The participants will have some time to think about the migrant profile they have chosen.

The facilitator divides the area where the activity is taking place into two zones. The first zone is for people who, according to the condition they have chosen, do not need to apply for asylum, and the other zone is for people who do need to apply.

10'

After reflection, the groups will be divided according to the conditions they have chosen. For example, the facilitator asks the participants to divide into groups if they think that the profile they have chosen is suitable for providing them with asylum. If they say yes, they will go into one group and if they say no, they will go into the other group. The facilitator then asks the participants why they have chosen each group.

Finally, this stage can also be used as a debriefing process. The main aim of this final stage is to conduct a conversation in which the participants can express themselves, with respect and empathy for the subject and the other participants. The discussion should lead to an exchange of opinions and not a political or social debate.

Participants can express their experiences, feelings and thoughts, and then the activity can be brought to a close. At the end of the activity, the facilitator may ask participants to share a word about the activity. Participants should respond spontaneously with the first word that comes to mind and represents their experience.

DEBRIEF

20'

- Personal expression, respect and empathy
- Exchanging opinions, not debating
- Participants share their experiences



Part 3 : Roll the islands -> 1h

> PEDAGOGICAL OBJECTIVES

- Understanding that opportunities and treatment of migrants differ from country to country

> FACILITATORS

The facilitator (1/2 depending of the number of participants)

> NEEDED MATERIAL

- 20 Character profile cards
- 3 Cards with the names and contexts of the islands
- Game rules (printed for each table)
- 3 dice
- paper and pens
- (optional) Objects to mark the borders between the 3 islands (ribbon, rope, etc.) and the process of crossing from one border to another (e.g. migrants from island 3 to island 1 must leave their footprints to enter).
- (optional) Materials for manual activities: modelling clay, felt pens/pencils and paper, card games or plastic games, origami sheets, something to make a snack...
- List of challenges > for the activity leader

UNFOLDING THE ACTIVITY

The group divides into three groups and sits around the three tables. One table per group. Each table represents an island and each group represents the inhabitants of that island (Richy-Richy, Mediumy-Mediumy, Prison-Prison). These three islands represent the people's places of origin.

• **Island 1 - Prisonsy Prisonsy**

Your island was once a beautiful land of freedom and equal opportunity. But suddenly, a dictator came to power and is enforcing his strict rules : LGBTQ+ people are thrown in jail, women aren't allowed to work, and anyone who opposes him loses their job.

• **Island 2 - Mediumi Mediumi**

You live on a magnificent island, with beautiful beaches and warm weather. You have a good life on this island and a relaxed lifestyle. However, your island is not very wealthy and job opportunities are becoming fewer and fewer and people are starting to get paid less and less.

• **Island 3 - Richy Richy**

You live on a rich island, where everyone can work for a good amount of money, you can have your own house, go on holiday twice a year to the beautiful island of Mediumi Mediumi and enjoy life. Unfortunately, the weather on Richy Richy is rather cloudy and rainy, but you love your island for all it has to offer.



Part 3 : Roll the islands -> 1h

Before you start :

1. The facilitator hands out a character card to each participant, according to their place of origin. The participants take a moment to read and understand their character.
2. The facilitator also gives each participant a sheet of paper and a pen so that they can keep track of their bank account.
3. (Optional) The participants also roll the dice to find out their level of fluency in the language spoken on the other islands. The level of understanding between new and old inhabitants will depend on the result of the die: a result from result of 1 to 3 will be associated with a poor level of understanding, 4 to 6 a very good level.

General rule : You can only talk to the inhabitants of the other islands when you arrive on the ground (i.e. after you have successfully rolled the roll).

4. (Optional) People living on the same island can take some time to get to know each other and imagine life on the island, identify their needs, devise a strategy (individual or collective) to better organise and manage their resources.

Aim of the game :

Depending on their profile, the situation on the islands and their personal choices, the players will have to find the best living conditions for themselves. To do this, they are people are encouraged (but not obliged) to migrate by moving around the islands.

Putting it into action :

Everyone is given 15 to 20 minutes to take action.

During this time, participants can decide to take up challenges to migrate.

In order not to create any dead time during the activity, the islands that do not take up challenges could make objects: to recover the money spent, it would be a good idea to would be to make objects using raw materials that can be found on the islands.

- (Optional) The host may announce a few new conditions as they arise.

For example :

- after 5' of play, it's the 1st of the month, so the people who receive a salary will receive their pay.
- There is an economic crisis on island 2. Everyone loses \$10 in wages.

15'



Part 3 : Roll the islands -> 1h

Rules:

*To get from island 1 to island 2, you have to complete a few challenges. Once you arrive on island 2, you'll roll a die to see if you'll get refugee status or not.

If your dice lands on 4-5-6, you can stay in this country. If not, you must return to island 1 and try again. Each time you roll the dice you must pay 10 dollars. If you decide to stay in this country, you must find an activity to live in this country.

*To move from island 1 to island 3, you must complete a series of challenges and prove that you have more than 100 dollars. Once you've arrived on island 3, you'll roll a dice to find out whether or not you'll get refugee status.

If your dice lands on 5-6, you can stay in that country. If not, you must return to island 1 and try again. Each each time you roll the dice, you have to pay 30 dollars.

*To move from island 2 to island 3, you will have to face challenges again, but this time they will be easier. When you get to island 3, you roll the dice to see if you get refugee status. If the dice must comes up to 3 or more you can stay on the island. If not, you must return to the first island to try again. Each time you roll the dice, you pay 20 dollars.

*To move from island 3 to island 1 or 2, if you have the nationality of island 3, there is no challenge. You must still tell the hostess that you want to leave by showing your profile card.

(Optional) To cross borders, you can ask people who are migrating to island 1 to always give their fingerprints when arriving on a new island.

30'

DEBRIEF

15'

- Gathering the emotions and testimonies of people who have lived through experience
- Draw parallels with the different treatment of migrants (depending on the country of origin and the host country) in Europe (or elsewhere in the world)
- If the level of participants allows, provide content in terms of welcoming migrants in France. (what steps must stages an asylum seeker has to go through)



Part 4 : Present and future tellers -> 1h

Two games / Moving debate

Part 1

> PEDAGOGICAL OBJECTIVES

- Questioning the EU's asylum policy
- Cultivating critical thinking

> FACILITATORS

1 or 2 depending on the number of participants

> NEEDED MATERIAL

- Flipchart
- Phrases of the moving debate (statements) > for the moderator
- Agree" and "Disagree" signs.

UNFOLDING THE ACTIVITY

10'

Participants are invited to stand in the middle of the room. On one side, there will be a sign saying "Agree" and on the other, another sign saying "Disagree". Unlike a moving debate, this is more of a "ladder" debate, so people can position themselves on a scale of 1 to 10, where 1 is "totally disagree" and 10 is "totally agree".

The facilitator will explain to the participants that they will have to decide whether they agree or disagree with the statement and position themselves on the scale. They can switch (or take a step towards the other side) from one side to the other if they are convinced by the speaker's explanation. However, people can also position themselves in the middle or close to the group to which they feel most attached, depending on what they are saying.).

DEBRIEF

20'

In this activity, the debriefing takes place as part of the debate itself.



Part 4 : Present and future tellers -> 1h

Part 2

> PEDAGOGICAL OBJECTIVES

- Questioning the EU's asylum policy
- Cultivating critical thinking

> FACILITATORS

1 or 2 depending on the number of participants

> NEEDED MATERIAL

- Paper
- Pens
- (optional) Internet access
- (optional) list of existing solutions that work towards a more inclusive asylum policy

UNFOLDING THE ACTIVITY

30'

What if you could decide on a different asylum system for Europe?

The participants will be divided into two different groups and the moderators will give them some time to imagine and draft a framework for EU asylum policy. Participants can be asked to look on the Internet for ideas. Each group then shares the system it has created with the others and presents its idea.

DEBRIEF

Share and present existing and inspiring solutions (at local, national, European or international level) for better integration of migrants. (e.g. associations, businesses, advocacy, civil rights for better care for asylum seekers, podcasts/videos/books related to the theme, etc.)

