

QUESTIONING MIGRATIONS



PEDAGOGICAL SHEET KIT #4

EU MIGRATION POLICY



> EDUCATIONAL GOALS

- To gain knowledge on main actors and decision makers involved on EU Asylum/migration policy (Institutions/agencies)
- To understand the actors role in the decision making procedure regarding EU migration/asylum policy
- To reflect on current challenges in decision making and implementation of EU migration/asylum related legislation
- To strengthen and develop soft skills related to EU migration/asylum policy

> PARTICIPANTS

Youth between 16 to 30 years old.
Number of participants: Minimum 5 people / maximum 30 people.
*These recommendations are subjected to the context, needs and opportunities of each organization and the public.

> DURATION

3hours
*This workshop can be carried out in one day or divided into two 1h30 sections (without considering the time needed for the introduction, ice-breaking exercises, energisers, breaks, debriefing and evaluation).



Part 1 : Who am I ? -> 30'

> PEDAGOGICAL OBJECTIVES

- Acquire knowledge of the main players and decision-makers involved in European asylum and immigration policy

> FACILITATORS

1 or 2 depending on the number of participants

> NEEDED MATERIAL

- 9 cards with photos/pictograms
- 9 profile cards (explanatory) x2 (1 set for each team)
- 2 cardboard boxes (dimensions to be defined according to the size of the profile cards)
- tape
- 1 small box

UNFOLDING THE ACTIVITY

The facilitator divides the participants into two teams. Distribute the profile cards, cardboard support and tape to the two teams.

Each team must tape all the cards to the cardboard so that the opposing team cannot see the other team's cardboard. Give the teams a few minutes to read the cards.

25'

Place the cards with the pictograms face down in a box in the middle of the table. Ask one person from each team to draw a card from the box. This card must remain secret from the other team.

Like the classic "Who is it" game, the two teams have to ask the other team closed questions (i.e. questions that can be answered with a yes or no) to guess the other team's card.

The first team to guess the other team's card wins the game. Repeat the activity several times to introduce different EU institutions.

DEBRIEF

5'

- Gather the group's impressions and emotions
- Ask questions to ascertain the level of understanding of the various EU institutions and bodies.



Part 2 : Law cost travel -> 30'-45'

> PEDAGOGICAL OBJECTIVES

- To understand how the actors decide on migration and asylum policy

> FACILITATORS

1 or 2 depending on the number of participants

> NEEDED MATERIAL

- 1 A3 or A4 card with the names of 6 European entities
- 6 taboo cards
- 1 A3 hole card
- 1 Paper for the plane
- 4 different pens

UNFOLDING THE ACTIVITY

Show the sheet with the 6 entities. These are the bodies involved in the creation and/or application and/or evaluation of a law in the EU.

ROLES/ENTITIES :

- Commission
- European Parliament
- European Council
- Council of the European Union
- European Union Asylum Agency
- Frontex

10'

Put the pack of 6 cards face down on a table. Ask one person to stand up and draw a card. Like an upside-down Taboo, the person has to read the characteristics of the card (WITHOUT reading the name at the top) and the group has to guess which entity it is.

15'

When the group has found the name of the entity, the group or the facilitator places the card on the hole card.

A second person stands up and repeats the activity with a new card. Then add the card to the empty board. Repeat the activity 5 or 6 times to fill all the holes in the board.

(Optional) When the board is full, the participants can create a paper aeroplane to simulate the process of creating a European law.

The facilitator can give a funny problem.

Here are some examples:

You need to create a law to ban or allow pineapple pizza in the EU!

You need to create a law on the length of time aliens can be granted asylum in the EU!

The group can be divided into 4 groups (a "committee" group, a "parliament" group, a "council" group and an "EU council" group). When a decision is taken within the group, the group must write its decision with a pen on the paper plane and pass the plane to the next group, which must do the same thing, writing with a different pen.



Part 2 : Law cost travel -> 30'-45'

When the law is passed, the law-plane can be sent to the EU Asylum Agency and FRONTEX for application. The facilitator may have the role of receiving the plane.

10-25'

Tip : it is possible that on the simulation part, there are groups that do not have a specific activity until the plane is at their table. Here are a few solutions
don't divide the group into 4 teams, but work through all the stages as a large group
propose fun and manual activities while another group works on the plane
Ask the groups to work together and come up with several possible answers to the problem to save time when the plane arrives home (for example: What do we say if Parliament votes against pineapple pizza? What do we say if it votes in favour?)

DEBRIEF

5'

- The debriefing in this activity takes place when the gap-filling table is filled in : talk about the complexity and lengthy process involved in creating a law at European level, the different ways in which things work and decisions are taken, the importance of and obstacles to the division of powers in a democracy, etc.
- Answer participants' questions.
- Gather their impressions of the stages involved in creating a law.



Part 3 : Circling the challenges -> 30-45'

> PEDAGOGICAL OBJECTIVES

- Reflecting on current challenges in decision-making and implementation of EU immigration/asylum legislation

> FACILITATORS

1 or 2 depending of the number of participants

> NEEDED MATERIAL

- 1 spacious room
- TRUE/FALSE statements + explanations > for the presenter

UNFOLDING THE ACTIVITY

30-45'

The participants form a circle.

The facilitator reads out the facts one by one. Those who think the facts are true take a step towards the middle of the circle. Those who think the facts are false move back one step towards the outside of the circle (or stay where they are).

The facilitator can lead a short conversation, giving the correct answer with a brief explanation.



Part 4 : The silhouette -> 45'

> PEDAGOGICAL OBJECTIVES

- Strengthening and developing psychosocial skills (soft skills) related to EU asylum/migration policy

> FACILITATORS

1 or 2 depending of the number of participants

UNFOLDING THE ACTIVITY

Participants, in groups or individually (depending on the number of participants), draw the silhouette of a person on a sheet of paper. Each silhouette corresponds to a different profile.

The facilitator then suggests different profiles related to the subject. The participants take one of the profiles. After sharing the profiles, the facilitator asks a few questions, which are the same for each silhouette.

Questions :

Who am I? (Participants can also write down the exact profile they have. The purpose of this question is to help the other participants understand what the silhouette is about).

- What do I feel?
- What are my expectations?
- What are my dreams/fears?
- What are my goals?
- How am I represented in the media?
- What is my positioning?
- What do I need?

30'

Participants are free to answer the questions as they wish. They can answer with words, drawings, symbols, etc. on their paper/silhouette.

At the end of the activity, they can present their results.

DEBRIEF

10'

- Gather the participants' emotions and impressions of the activity.
- Explain that the results of the silhouette only reflect the representations of the person (or group of people) who drew/created it and that it does not represent reality or the opinion of the other people in the group.

