



# Destination Europe



## Learning Tool about Migration

### Background material for educators and trainers

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## 1. Why this learning tool about migration?<sup>1</sup>

Schools play an important role in raising young people's awareness about contemporary social and political issues. Migration and integration are likely to remain at the forefront of political agendas in the countries of the European Union and a key concern for their citizens. Policy decisions on these matters will shape our future realities. In many countries, migration is a politicised subject. But heated public debates about the issue are often not well grounded in facts and lack balanced representation of different points of view.

This is where *Destination Europe* comes in! It is an innovative learning tool based on role-play developed by migration experts and game designers and tested with hundreds of people including teachers, trainers and youth. It stimulates nuanced discussion about migration and integration challenges and opportunities. Role-play reduces the risk of tensions and polarisation in the classroom. The tool helps students to learn about the intricacies of migration decision-making at the level of the European Union, its Member States, and their major cities. Students take up roles of different actors with various and sometimes conflicting interests. They respond to migration-related events and challenges and learn about the potential impacts of policy decisions on various groups of migrants. They also consider the views of the public in migrants' countries of destination.

## 2. What will the students get out of this experience?

- Understand migration-related decision-making at different levels: EU, national, city.



Key message: Migration is a complex phenomenon with various trade-offs and no simple solutions.

- Get to know the positions of different actors who have a say in migration and integration policies: EU and national policymakers, different sections of the public, civil society, employers, migrant associations.

Key message: Migration and integration actors have different and often conflicting interests. It is difficult to find common solutions that everybody can agree upon.

- Consider possible impacts of migration and integration policies on different categories of migrants (asylum seekers and refugees, irregular migrants, labour migrants) and the views of the public in EU host countries. This could be their own country of residence or any other EU country of their choice.

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<sup>1</sup> The print-and-play version and additional information about the tool is available at [destinationeurope.uni.lu](https://destinationeurope.uni.lu).

Key message: Policy decisions may impact the lives of various groups of migrants differently. Most of the public doesn't hold extreme pro- or anti-migration views. Getting their support and approval is not always easy.

- The tool will help students develop some of the 21<sup>st</sup> century skills:<sup>2</sup>
  - critical thinking
  - collaboration
  - communication
  - leadership
  - productivity
  - social skills.

By giving students additional assignments related to the topics covered in the learning tool, you can also stimulate their interest in improving their information and media literacy.

### 3. How to use the tool?

#### ■ Educators' and trainers' preparation

- Read the instructions about how to use the learning tool (see the *Rule Book*).
- Keep the *Glossary of key terms used in Destination Europe* at hand to answer any questions emerging during the debate.
- Optional: think about preparatory activities and additional assignments.



#### ■ Requirements

- 90 min. (including a closing discussion)
- 1 box can accommodate 4-6 students
- Students follow the steps described in the *Rule Book*. They should be able to manage the flow on their own, but educators should occasionally check on the groups to make sure that the students understand the rules, that the debate flows well, and that everybody participates.

#### ■ Practicalities

- There are three sets of extra Migrant and EU public cards in the box. If you expect to reuse the tool more than three times, ask students to either write on a post-it or a piece of paper rather than on the card or go to the tool website at [destinationeurope.uni.lu](https://destinationeurope.uni.lu) to print and cut extra Migrant and EU public cards.

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<sup>2</sup> These are skills that are useful in today's international and inter-connected world. For further information see: <https://www.aeseducation.com/blog/what-are-21st-century-skills>

- If you can only access the print-and-play version of the learning tool and print it yourself, you can replace the paper chips for voting, happiness and the EU public by chips of different colours from another board game or buy them in a game shop.

## 4. How to help your students discuss and learn?

### ■ Provide additional information to ground the debate in facts.

- See links to additional information and educational sources in the *Glossary of key terms used in Destination Europe* and in Section 6 of this document.

### ■ Leave enough time for reflection and discussion.

- The first reflection should take place at the end of the session (see questions on card '22 Discuss')
- You can also stimulate further discussion by including additional assignments. For example, students could try to come up with additional solutions to the nine challenges presented in Destination Europe. This could be done individually or in a group, in writing or orally.

### ■ Enable healthy and respectful debate.

- Encourage all students to actively participate in the debate during the session. Everybody should have time to speak.
- Make it clear that students are not supposed to present their own views, but the views of the roles assigned to them.
- Urge students to respectfully disagree with each other and to use arguments to convince others to support their preferred solution.
- Make sure that students of migrant background or any other group do not feel uncomfortable or stigmatised during the debate. If you think this could become an issue in your classroom, you can give each group a red card. Anybody who feels that the discussion is getting out of hand or heading in the wrong direction can request your intervention by raising this card.



## 5. Alternative ways of using *Destination Europe*

One-off learning experience	
You need	You get
<ul style="list-style-type: none"> <li>- 90 minutes</li> <li>- One box per 4-6 students</li> <li>- Give students 10-15 minutes to study the instructions.</li> <li>- Be ready to answer their questions.</li> <li>- Make sure the debate flows.</li> </ul>	<ul style="list-style-type: none"> <li>- Students hold focused discussion about migration and integration.</li> <li>- Students draw on what they already know about these topics and hopefully get curious to learn more.</li> </ul>
Bloc of lessons for deeper learning experience	
You need	You get
<ul style="list-style-type: none"> <li>- Multiple lessons: see options 1 and 2 below</li> <li>- Links to additional information sources (see the <i>Glossary of key terms used in Destination Europe</i> and Section 6 below)</li> <li>- Assignments for the students.</li> </ul>	<ul style="list-style-type: none"> <li>- Students acquire new knowledge about migration and integration before using the tool.</li> <li>- Students apply this knowledge during the debate.</li> <li>- The discussion is deeper, and the students are more likely to retain the information they have learnt.</li> </ul>
Option 1: Prepare, play & reflect	
How to do it?	Suggestion of lessons
<ul style="list-style-type: none"> <li>- Reserve five lessons of 45 minutes</li> <li>- Devote two lessons to <i>Destination Europe</i> and use the rest for preparation and reflection.</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson 1: Introduction to migration and integration</li> <li>- Lesson 2: Who is who: different actors, interests and responsibilities</li> <li>- Lessons 3 &amp; 4: <i>Destination Europe</i></li> <li>- Lesson 5: What is the future of migration? Reflection on the role play, discussion of additional solutions</li> </ul>
Option 2: Three rounds in three lessons	
How to do it?	Suggestion of lessons
<ul style="list-style-type: none"> <li>- Reserve three lessons of 45 minutes</li> <li>- Divide the three rounds into three separate 45-minute lessons: EU, national, city.</li> <li>- Allow more time for discussions of each challenge</li> <li>- Assign additional homework and preparation between the lessons.</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson 1 / Round 1: Migration at the EU level: refugees, irregular migrants and the sharing of responsibility among EU countries</li> <li>- Lesson 2 / Round 2: Migration at the national level: foreign workers and their integration in your country</li> <li>- Lesson 3 / Round 3: Migrant integration in a city: challenges of different communities living together</li> </ul>

## 6. Additional sources about migration and integration



There are currently many online resources about migration and integration which can be used in teaching and training. Below, we provide a few recommendations of English-language sources to start with. Some materials are also available in other languages (see below **in red**).

### ▪ Learning tools & serious games

#### **Compass: Manual for Human Rights Education with Young People**

Developed by the Council of Europe, this manual includes a range of useful resources including a list of activities, for example:

- **Can I come in?** A role-play about a group of refugees trying to escape to another country  
<https://www.coe.int/en/web/compass/can-i-come-in->
- **Language barrier:** a simulation of the difficulties that refugees face when applying for asylum  
<https://www.coe.int/en/web/compass/language-barrier>
- **Responding to racism:** an activity about how to deal with racism in schools  
<https://www.coe.int/en/web/compass/responding-to-racism>

Complete list of activities: <https://www.coe.int/en/web/compass/list-of-activities>

#### **UNHCR teaching materials**

The UN Refugee Agency (UNHCR) offers adaptable teaching materials on refugees, asylum, migration and statelessness and a special section dedicated to guidance for teachers on how to include refugee youth in their classes. Lesson plans, activity guides, class discussion sheets, videos, animations and other materials are organized according to age categories: 6-9; 9-12; 12-15; 15-18.

<https://www.unhcr.org/teaching-about-refugees.html#materials>

#### **Passages**

An awareness-raising tool to create a better understanding of the plight of refugees. A half-day simulation and role-playing game from the UNHCR. Published in 1995 but still relevant.

<https://www.unhcr.org/473dc1772.pdf>

#### **Borders and Bridges - Migration**

A teaching kit developed by the House of European History for age groups: 12-15 & 16-18.

**Available in: Dutch, English, French and German**

<https://historia-europa.ep.eu/en/educators-teachers/classroom-activities/borders-and-bridges-migration>

### **TIES: Teaching Immigration in European Schools**

A series of innovative teaching modules that help educators bring knowledge on migration into the classroom. Available in English, German, French, Dutch, Italian and Polish  
<https://teachingmigration.eu/>

### **DIALLS: Dialogue and Argumentation for Cultural Literacy Learning in Schools**

Open-access resources for teachers and researchers in 12 languages. Wealth of resources to teach young people to be tolerant, empathetic and inclusive.  
<https://dialls2020.eu/>

### **BBC Syrian Journey: Choose your own escape route**

2015: If you were fleeing Syria for Europe, what choices would you make for you and your family? This interactive online journey helps you understand the real dilemmas the refugees face.  
<https://www.bbc.com/news/world-middle-east-32057601>

### **Minosia Labyrinth**

An interactive educational role-play and simulation game about migration in Europe. It is designed to be played in any location with a minimum of 25 participants aged 16+ or 18+. The duration of the game is between one day and two days, depending on the desired modules, complexity level and group size.  
<https://www.minosia.eu/the-game/>

## ■ Books & graphic novels / comic books

### **War: What if it Were Here?**

A short novel by Janne Teller, translated into multiple languages and turned into a theatre play performed in different EU countries. In this illustrated short story, Europe has fallen apart and the only place at peace within reach is the Middle East. You follow a normal European family as they flee to the Middle East and see what they go through as refugees, through the eyes of their fourteen-year-old son.  
<https://www.simonandschuster.co.uk/books/War/Janne-Teller/9781471161476>



### **Mediterranean**

A picture book authored by Armin Greder. It portrays migrants' deaths in the Mediterranean in a wider context of the conditions that brought them there and what they mean for contemporary life in Europe. This book encourages readers to interrogate the many conflicting views about immigration and calls for humane engagement with this global issue. Notes for teachers who want to use it in order to encourage discussion are available [here](#). A read out of the book with the images and a thought-provoking afterword by Alessandro Leogrande is also available on [YouTube](#) and lasts about nine minutes.

Book info: <https://www.allenandunwin.com/browse/books/childrens/The-Mediterranean-Armin-Greder-9781760630959>

Notes for teachers: <https://www.allenandunwin.com/documents/teachers-resources/1100-mediterranean9781760630959tn>

YouTube readout: <https://youtu.be/5dv42KmovAM>

### **Hakim's Odyssey**

A three-part graphic novel by Fabien Toulmé translated by Hannah Chute from the **French original**. It will be published in English in the autumn 2021. It shows what it means to be a refugee by telling a story of Hakim, a successful young Syrian who had his whole life ahead of him when the war forced him to leave everything behind and set off on a journey from his home in Syria to France.

<https://www.graphicmundi.org/books/978-1-63779-000-7.html>

### **Over Under Sideways Down**

A freely available digital comic by Karrie Fransman produced for the Red Cross in 2014. It tells the true story of a teenage refugee Ebrahim who flees Iran aged 15 and embarks on a terrifying journey to the United Kingdom across Turkey and Europe.

<https://webapps.redcross.org.uk/RefugeeWeekComic/>

### **Illegal**

A 2018 graphic novel written by Eoin Colfer and Andrew Donkin and illustrated by Giovanni Rigano. After Ebo's siblings leave to attempt a journey to Europe, he refuses to be left behind in Ghana. His epic journey takes him across the Sahara Desert to the dangerous streets of Tripoli, and finally out to the merciless sea. With every step he holds on to his hope for a new life, and a reunion with his family.

<https://www.sourcebooks.com/booksandbuzz/illegal-by-eoin-colfer-and-andrew-donkin-illustrated-by-giovanni-rigano-is-an-amazon-best-book-of-the-year>

### ■ **Videos and animations**

#### **EU migration crisis: the inside story**

A video documentary in **different language versions** produced by the Council of the EU about the refugee crisis of 2015-2016.

<https://tvnewsroom.consilium.europa.eu/events/migration-crisis-the-inside-story>



#### **North Star Fading**

A three-minute animation inspired by the testimonies of Eritrean refugees who fled their homes to make a dangerous journey across Ethiopia, Sudan and Libya to Europe.

<https://positivenegatives.org/story/north-star-fading/animation/>

## ■ Migration data and research

### European Migration Network

[https://ec.europa.eu/home-affairs/what-we-do/networks/european\\_migration\\_network\\_en](https://ec.europa.eu/home-affairs/what-we-do/networks/european_migration_network_en)

### Knowledge Centre on Migration and Demography

[https://ec.europa.eu/knowledge4policy/migration-demography\\_en](https://ec.europa.eu/knowledge4policy/migration-demography_en)

### European Commission's factsheets on migration and asylum

<https://op.europa.eu/en/publication-detail/-/publication/43aa8096-d833-11e9-9c4e-01aa75ed71a1>



### European Parliament's interactive infographic on asylum applications numbers in the EU

[https://www.europarl.europa.eu/infographic/welcoming-europe/index\\_en.html#filtre](https://www.europarl.europa.eu/infographic/welcoming-europe/index_en.html#filtre)

### Migration Policy Institute's interactive map with statistics on immigrant and emigrant populations by country of origin and destination

<https://www.migrationpolicy.org/programs/data-hub/charts/immigrant-and-emigrant-populations-country-origin-and-destination?width=1000&height=850&iframe=true>

### Migration Data Portal (IOM: International Organisation for Migration)

[https://migrationdataportal.org/?i=stock\\_abs\\_&t=2020](https://migrationdataportal.org/?i=stock_abs_&t=2020)

### Migration Research Hub by IMISCOE, Europe's largest network of scholars in the area of migration and integration

<https://migrationresearch.com/>

## ■ International non-governmental organisations working on migration issues

### PICUM: Platform for international cooperation on undocumented migrants

<https://picum.org/>

### ECRE: European Council on Refugees and Exiles

<https://www.ecre.org>

### Amnesty International: work on refugees, asylum-seekers and migrants

<https://www.amnesty.org/en/what-we-do/refugees-asylum-seekers-and-migrants/>

### Human Rights Watch: work on refugees and migrants

<https://www.hrw.org/topic/refugees-and-migrants>

### Save the Children

<https://www.savethechildren.net>