

EVENT DESCRIPTION SHEET

(To be filled in and uploaded as deliverable in the Portal Grant Management System, at the due date foreseen in the system.

⚠ Please provide one sheet per event (one event = one workpackage = one lump sum).)

PROJECT	
Participant:	Centre for peace studies
PIC number:	935970461
Project name and acronym:	Lives in Motion – Lives in Motion

EVENT DESCRIPTION			
Event number:	WP7		
Event name:	Testing and dissemination of the event with youth (Croatia)		
Type:	Workshop		
In situ/online:	in-situ		
Location:	Zagreb, Croatia		
Date(s):	19-11-2025 20-11-2025 21-11-2025		
Website(s) (if any):	https://www.cms.hr/igra-koja-mijenja-perspektive-srednjoskolci-zaigrali-lives-in-motion/ ; https://www.maghweb.org/un-gioco-educativo-per-comprendere-le-migrazioni-in-europa-lives-in-motion-nelle-scuole-croate/		
Participants			
Female:	73		
Male:	36		
Non-binary:	0		
From Croatia:	101		
From Italy:	3		
From Portugal:	2		
From Romania:	2		
From Germany:	1		
Total number of participants:	109	From total number of countries:	5

Description

Provide a short description of the event and its activities.

During Global Education week in Zagreb, CPS, in collaboration with Maghweb, WWF and Polylogos, organized and implemented 5 final testing and launch workshops for “Lives in Motion: The Game” with high school students from across Zagreb and Dubrovnik. Included schools were: Gymnasium Tituš Brezovački, X. Gymnasium, Private Art Gymnasium, Technical Highschool and Dubrovnik School of Economics and Commerce.

The workshops enabled young students (divided into smaller workshop groups) to engage with complex questions of migrations, power, history and civic responsibility by playing the 6 original role-play games designed and elaborated by the project’s local and international educational communities. The international delegation of non-formal educators facilitated each session, guiding students through the games, the listening of testimonies and class debate about migrations with a non-formal educational approach which placed the students at the centre of their learning process. The workshops had been carefully prepared in advance in collaboration with pedagogues, history and geography teachers from the different schools, who—supported by CPS’s educators—selected the stories, games, historical contexts and power analyses⁷ that were most relevant and suitable for each of their classes and prepared students with the macro-histories and technical migration-related terms that accompany each game. Each session began with an introductory presentation of the workshop’s key learning objectives, a moment of safe-space building and an explanation of the game’s structure and methodology. This was followed by a review of the game’s historical background, of the students’ immediate, instinctive definitions of migrations and a collective mapping of the migration routes that are most present and lively in their imaginations. Following this, the students listened to the real-life testimonies on which the games are based and played the role-play games, entering into the historical and contemporary scenarios and shoes of the game’s different characters: an Italian family faced with the possibility of moving to colonial Libya in the 1920s; an asylum seeker from Burundi struggling to obtain information about the asylum process in a chaotic reception centre in Croatia; a young refugee trying to reclaim his right to education with uncooperative officials from the Ministry of Education; a privileged migrant from Scotland who threatens local residents’ right to rent properties at affordable rates in Portugal with the new “Golden Visa” scheme; a meeting between different kinds of migrants from across the world trying to build better lives for themselves in Brussels; a single mother from Portugal trying dismantle different bureaucratic barriers as she tries to improve her family’s situation by working in Scotland. Having performed their interpretations of the different scenes the students were then encouraged to reflect on the social, political and legal challenges and emotions faced by the migrants in each story, as well as their own attitude and understanding of migration, from a gendered perspective. The workshops were an important moment of awakening for students about the relevance of migrations for all of their lives, both in relation to their own histories but also in relation to their participation in contemporary multicultural societies. Indeed, the workshops’ experiential learning method forged deeper connections between young people and their often oversimplified or detached understandings of migrations. As stated by a student from Dubrovnik: “[Migrations] weren’t something I think about everyday... But now I realise this has to change.” The students were also impacted upon by the game in terms of empathy, with one participant stating that the workshop “established a deeper idea of caring for the community.” After the workshops students filled in an anonymous online questionnaire so that the team of educators could collect impressions about the workshops’ content, implement final changes to the toolkits and begin to measure the Game’s impact on young people’s learning and understanding of migrations, their power dynamics and their multi-faced presence across history, across the world’s different continents. The workshops yielded positive feedback, reinforcing the toolkit’s potential as a valuable educational resource for schools who—as highlighted by one of the pedagogues—lack effective, practical and responsive non-formal educational material that helps students engage in social issues that combat and deconstruct discrimination. As well as implementing and evaluating the workshops with high school students, and taking part in a final, last stage development meeting about the modifications of the toolkit, the international team of educators took time to carry out interviews with activists and legal and social experts working in the field of migration with CPS to learn more about Croatia as a contemporary borderland and ensure the protection of contemporary migrants’ human rights and their active participation in society. The consortium made the collective decision to elaborate these interviews into the project’s videographic deliverable, in order to keep developing stimulating, critical and educational content about migrations from a historical perspective—content that teachers using the toolkit can benefit from in their deepening studies and understandings of migration. The international delegation also enacted their international, national and local dissemination strategic actions of the toolkit, directly sharing this new resource to over 1,400 teachers across Italy, Portugal, Croatia and Romania, 50 youth organisations across Spain, Germany, Italy, the UK, Poland, Austria, Switzerland, Portugal, Belgium, France, Spain, the Netherlands, BiH, Moldova, Romania, Greece, Ireland, Albania, Lithuania, Bulgaria, Slovenia and Serbia. Finally, a printable version of the toolkit was created by Maghweb’s graphic designer in the aftermath of the international event so that each organisation can develop a physical version of the game (as well as its digital version) that can be played in their

respective youth spaces (e.g Maghweb will keep its physical version in its inclusive library and community hub).

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	24.03.2025.	Initial version (new MFF).
1.1	09.12.2025	Actual version