

## How did the testing days of the new *Lives in Motion* educational tool go?

"The experience of stepping into different migration situations and stories firsthand was chaotic and emotionally powerful. Gradually, we became deeply immersed in the emotions of our roles." — Teacher, Croatia

Months of work have brought the *Lives in Motion* non-formal educational tool to light for its first round of transnational testing. A series of events in Palermo, Cluj, Lisbon, and Zagreb welcomed various members of the educational community — teachers, educators, and socio-educational facilitators — from each country to engage with the tool and contribute to its final development phase. The new role-playing game is designed to foster a critical and decolonial understanding of human mobility. It is based on diverse, original testimonies, maps, and analyses of power, exploring historical migrations between Europe and Africa, within Europe, and from the Middle East to Europe.

## "The role-play scenarios are so realistic. Their authenticity and relevance make them truly meaningful." — Teacher, Romania

Facilitation teams in each country gathered constructive feedback from participants through a shared testing methodology. This process also emphasized the game's transnational nature: participants were guided through its learning objectives, values, and structure before actively engaging with it in real time, imagining how it would fit

into their classrooms. Each element of the game was then analysed, discussed, and improved through moments of exchange and knowledge-building, where teachers, educators, and youth worked together to make the game as practical, impactful, and accessible as possible for students.

"The stories in the game help us understand the European colonial project, its legacy, and how it still persists today. At the same time, they invite us to subvert the Eurocentric perspective that continues to shape migration narratives in the EU."

— Teacher, Italy

Here are some examples of constructive suggestions that emerged from the different testing sessions:

- → Simplify the language used in the tool, its instructions, and rules, so that students can make more informed, deeper choices during the game;
- → Refine the role and scenario descriptions to make them even more concrete, imaginable, and realistic especially for characters working in asylum and immigration systems;
- → Create more stimuli to reinforce the impact of the game experience and promote long-term understanding of migration issues, through post-game reflection activities and follow-up tasks such as interviews with friends, family, and other community members;
- ightarrow Adapt debriefing questions to encourage students to reflect on their own experiences and positions regarding migration, fostering a deeper sense of responsibility.

"We really appreciate how the tool connects with the Sustainable Development Goals — this will definitely help students understand the global relevance of migration challenges and the importance of building supportive societies." — Teacher, Portugal

The feedback gathered in each context — which will undoubtedly strengthen the tool's transformative potential — became a true moment of collective learning; or, to borrow Paulo Freire's words, an opportunity to "educate each other, together, mediated by the world." The *Lives in Motion* team and the educators developing the tool will now refine the game based on the insights shared by their communities of practice, ever

more inspired to offer teachers and students ways to engage critically, empathetically, and transformatively with the pluriverse of human migration stories.



The EDS can be found here.

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