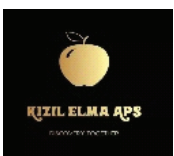




Solidarity Bridge



SIMULATION SCENERIOS FOR TRAINING MIGRATION



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This material has been developed under the Erasmus + KA 210 YOU partnership.

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The “Solidarity Bridge for Ukrainian Youngsters” project has been funded by Nederlands Jeugdinstituut National Agency Erasmus+ Youth (NJI) under the ERASMUS+ European Union grant program, with grant no. 2022-1-NL02-KA210-YOU-000083837. Neither the European Commission nor the project's national funding agency is responsible for the content or liable for any losses or damages incurred that are the result of the use of these resources.



Co-funded by the
Erasmus+ Programme
of the European Union

Introduction

The simulation scenarios booklet was developed as part of the Erasmus KA 210 YOU project by the STOC, Buruciye GED, and APS Kizilelma organizations. In the field of studies on forced migration, modeling and simulation (M&S) is a generally underutilized research method. Predicting human mobility, humanitarian logistics, infectious illnesses, healthcare, policing, and economics are just a few of the major theme policy-oriented issues where M&S is used most frequently. M&S has been used more frequently most lately to forecast changes in human migration and health brought on by climate change.

M&S is frequently thought of as a foretelling tool that planners and policymakers find appealing. But M&S offers a wealth of other advantages. M&S offers a simulated environment to examine "what-if" possibilities for planners and policymakers. These hypothetical situations can be changed to represent various presumptions and real-world circumstances. M & S can offer a way to convert interpretivist research findings, which are inherently rich in descriptions of actors, connections, and dynamics, into visual artifacts that can convey findings to policymakers. Additionally, it might be useful to study generalizability to various situations and contexts, validate the premises of theoretical conclusions, and guide future data gathering initiatives.

On the other hand, because models may be laborious to create and test, they are unable to offer quick insights into changing circumstances to guide decision-making at the start of a new emergency. Data dashboards, a mainstay of contemporary humanitarian operations, are more effective in spotting urgent needs and monitoring progress. To employ such insights in methodical and strategic ways to improve operations going forward, we must model what we know from one instance.

M&S can also give researchers an extra tool that enables for better integration of various data sources and data kinds. It is possible to connect these facts, presumptions, and theoretical ideas into a complicated, nonlinear, dynamic system that may be put in motion to determine whether the simulated world exposes phenomena that are observed in the actual world. However, multidisciplinary communication and collaboration are challenging, and it might be challenging to locate modelers that appreciate interpretivist research. Although M&S is not a panacea, it does offer a distinctive method that takes dynamics into account and is getting easier for academics, practitioners, and policymakers—including those without a background in computer programming—to use.

Why Simulation Scenarios?

Simulations can be a useful tool for migration training, as they allow individuals to practice responding to different scenarios in a safe and controlled environment. Simulation scenarios can play an important role in a variety of training contexts, including migration training. Simulation scenarios can be useful from many different perspectives such as:

Practice: Simulation scenarios provide a safe and controlled environment for participants to practice responding to different situations. This allows individuals to develop and refine their skills and strategies without the potential consequences of real-world mistakes.

Preparation: By participating in simulation scenarios, individuals can become better prepared for the challenges they may face during the migration process. This can include learning about the application process, understanding the legal and cultural norms of the destination country, and developing problem-solving and communication skills.

Feedback: Simulation scenarios allow trainers to provide feedback to participants on their performance. This can help individuals identify areas where they need to improve and receive guidance on how to do so.

Empathy: By participating in simulation scenarios, individuals can develop a greater sense of empathy for others who may be going through the migration process. This can be especially valuable for individuals who may be working in fields such as social work, law enforcement, or healthcare, where they may encounter individuals from diverse backgrounds and cultures.

Simulations can be a valuable tool for migration training, as they offer a number of advantages over other forms of training. Here are some of the key advantages of simulation scenarios in migration training:

Realistic experience: Simulations allow participants to experience realistic scenarios and challenges they may face during the migration process. This can help them better understand the complexities of migration and be better prepared for the real-life situations they may encounter.

Safe learning environment: Simulations provide a safe environment for participants to learn and practice new skills without the fear of real-life consequences. This can help build

confidence and reduce stress, which can be especially important for individuals who have experienced trauma related to migration.

Cost-effective: Training through simulations can be more cost-effective than other forms of training, as it eliminates the need for expensive travel, accommodation, and other logistical expenses.

Scalable: Simulations can be scaled to accommodate large groups of participants, which can be especially useful in the context of migration training where there may be a large number of people who need to be trained.

Measurable outcomes: Simulations can be designed to provide measurable outcomes, such as increased knowledge or improved decision-making skills. This can help organizations and trainers assess the effectiveness of their training programs and make improvements as needed.

Sample Scenerios

Asylum application: In this scenario, participants can simulate applying for asylum in a foreign country. They can be given different backgrounds and stories to work with, and then asked to navigate the application process, including filling out forms, providing documentation, and answering questions from immigration officials.

Scenario: Training for Asylum Application Assessors	Possible Solutions
A government agency responsible for processing asylum applications is planning to provide training for its assessors to improve the quality and consistency of the assessment process. The agency has identified a few challenges that need to be addressed during the training:	To address these challenges, the agency has decided to follow these steps:
Challenge 1. Legal knowledge: The assessors need to have a thorough understanding of the legal framework surrounding asylum applications, including international conventions and national laws.	1. Develop training materials: The agency will develop training materials that cover the legal framework surrounding asylum applications, cultural competence, and trauma-informed approach. The materials will include case studies and interactive exercises to reinforce the learning.
Challenge 2. Cultural competence: The assessors need to be able to understand and assess the applicant's cultural	2. Conduct training sessions: The agency will conduct training sessions for the assessors. The sessions will be conducted in small groups to

background and context, including language barriers and cultural norms.	encourage interaction and discussion. The assessors will be provided with opportunities to practice applying the knowledge and skills learned in the training.
Challenge 3. Trauma-informed approach: Many asylum seekers have experienced traumatic events in their home countries. The assessors need to have a trauma-informed approach to ensure that the applicant feels safe and supported during the assessment process.	3. Provide ongoing support: The agency will provide ongoing support to the assessors after the training. This support will include access to resources and experts in the legal, cultural, and trauma fields.
	4. Conduct quality assurance checks: The agency will conduct regular quality assurance checks to ensure that the assessors are applying the knowledge and skills learned in the training consistently and accurately. Feedback will be provided to the assessors to help them improve their performance.
	5. Review and update training materials: The agency will review and update the training materials regularly to ensure that they are up-to-date and relevant to the changing asylum landscape.
By following these steps, the agency can ensure that its assessors have the knowledge and skills required to assess asylum applications fairly and consistently. This will improve the quality of the assessment process and help to ensure that asylum seekers receive the protection they need.	

Border crossing: Participants can simulate crossing a border illegally or legally. They can be given different roles, such as a border patrol officer, a migrant, or a smuggler. Participants can then work through different scenarios, such as being stopped by border patrol, being detained, or successfully crossing the border.

Scenario: You are a migrant traveling from your home country to a neighboring country in search of better economic opportunities. You must cross the border, and you are nervous about the experience.	
Step 1: Arrival at the Border	You arrive at the border crossing and are directed to a queue. You notice that there are many people waiting, and the queue is moving slowly. You start to feel anxious and wonder how long it will take.
Step 2: Document Verification	When it is finally your turn, you approach the border patrol officer, who asks for your passport and other documents. You hand them over, and the officer

	checks them carefully. You are relieved when the officer hands them back and waves you through to the next stage.
Step 3: Questioning	You are directed to another queue, where you are interviewed by a different officer. The officer asks you several questions about your purpose for traveling, your background, and your plans in the destination country. You answer truthfully and try to remain calm, but you start to worry that you might say something wrong.
Step 4: Inspection	After the questioning, you are directed to a third queue, where your belongings are inspected. The officers ask you to open your bags and search through them. They also check your person for any contraband items. You feel uncomfortable with the invasion of your privacy but understand that this is part of the process.
Step 5: Entry or Denial	Finally, after the inspection, you are either granted entry into the destination country or denied entry. If you are granted entry, you are given instructions on how to proceed, and you feel a sense of relief and excitement. If you are denied entry, you are given reasons and are sent back to your home country. You feel disappointed and frustrated, but you understand that the border control officers are just doing their job.
Step 6: Reflection	After the border crossing experience, you reflect on your journey and the challenges you faced. You feel grateful for the opportunity to seek a better life, but you also realize that the border crossing experience can be intimidating and stressful. You hope that someday, the process can be made more efficient and less daunting for migrants like you.
Step 7: Settlement	Once you have successfully crossed the border, you begin to settle into your new life. You are excited about the possibilities and challenges that lie ahead and are determined to make the most of the opportunity.

Settlement: In this scenario, participants can simulate settling into a new country. They can be given different tasks to complete, such as finding housing, enrolling in school or finding a job, and navigating local transportation. This scenario can also include cultural training, where participants can learn about local customs, traditions, and social norms.

Rajesh, a 30-year-old man from India, immigrated to Canada with his wife and two children. They settled in Toronto and started looking for a place to live. Rajesh had some savings and was able to secure a rental apartment in a suburban area of the city.

The first few months were challenging for Rajesh and his family. They had to adjust to the cold weather, a new culture, and a different way of life. They struggled to make new friends and found it difficult to find work. Rajesh had a degree in computer science from India, but he had to go through a certification process to have it recognized in Canada.

Rajesh's wife also had difficulty finding work as she had limited English language skills. They had to rely on their savings to cover their expenses while they looked for jobs.

Eventually, Rajesh found work as a software developer with a small IT firm. His wife started working as a part-time cashier at a grocery store. They were grateful for the opportunity to work and to contribute to their new community.

Over time, Rajesh and his family made new friends and started to feel more at home in Canada. They enrolled their children in a local school and became involved in community activities.

Despite the initial challenges, Rajesh and his family were glad they made the decision to immigrate to Canada. They appreciated the opportunities and freedoms they had in their new home and were committed to building a new life in Canada.

Emigration: Through a scenario, trainees

can learn about the complex factors that drive emigration, including economic, social, and political factors, and the challenges faced by emigrants as they adapt to new cultures and societies. They can also explore the impact of emigration on both the migrants and the communities they leave behind. By examining a specific family's decision to emigrate, students can gain a deeper understanding of the personal and emotional factors that influence migration decisions.

Scenario: A Family's Decision to Emigrate

A family from a developing country is considering emigrating to a developed country in search of better economic opportunities and a higher standard of living. The family consists of a married couple and their two children, ages 8 and 10. The parents are both educated professionals, but they are struggling to find stable, well-paying jobs in their home country. They have heard that there are more job opportunities in the developed country, and they believe that emigrating is the best way to provide a better life for their children.

In the classroom, you could ask students to research the economic and social conditions in both the family's home country and the country they are considering emigrating to. They could explore the factors that are driving the family's decision to emigrate and the challenges they may face in making the move. Students could also examine the impact of emigration on the family members who are left behind in the home country, as well as the impact on the family members who emigrate.

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