

LEARNING SCENARIO

Migration Routes



Learning scenario based on the tools from the Global Competence
Assessment Toolkit

REFUGI 4.7

Educació a favor dels drets de les persones refugiades

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The learning scenario presented below has been designed using the instruments from the **Global Competence Assessment Toolkit** for secondary school teachers. To access the Toolkit, click on the button below:

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The Toolkit is dedicated to everyone who has contributed to making it possible, and especially to teachers, who play a key role in its implementation. Their commitment and day-to-day practice will bring it to life as a dynamic learning tool, helping to foster critical, responsible citizens who are and globally aware of the realities of forced displacement and of the people who experience them.



With the collaboration of:



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Chile, 2025. Refugee, forcibly displaced and host-community children join the FIFA U-20 World Cup as Flag Bearers through a collaboration between UNHCR and the FIFA Foundation.

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Description

Context

The **Migration Routes** learning scenario was developed to address forced displacement and inequalities in access to human rights with students in the 4th year of compulsory secondary education, using a critical, systemic and empathetic approach. It is based on the recognition that students often have a fragmented or distant understanding of these realities, which can contribute to stereotypes, misinformation or indifference. This learning scenario aims to counter the simplistic and biased narratives that often dominate public and media discourse by promoting a more complex, contextualised and human understanding of migration.

Challenge

The challenge is to design and carry out a transformative action that students can realistically implement in their own community and that contributes to building a fairer, more inclusive society based on solidarity. This action should be based on a critical understanding of the causes, consequences and needs associated with forced displacement, while promoting awareness, empathy and active commitment to the defence of human rights.





SOCIAL SCIENCES: GEOGRAPHY AND HISTORY

This learning scenario contributes to the development of the following competences:

Specific competence 1

Search for and process information that enables the interpretation of the present and the past, applying historical and geographical research procedures through the critical analysis of data from analogue and digital sources, in order to transform this information into knowledge and communicate it in different formats.

Specific competence 2

Investigate and construct arguments based on relevant local and global social issues in order to develop critical thinking that respects differences, contributes to the construction of individual and collective identity and helps achieve a fairer and more inclusive present and future.

Specific competence 9

Critically assess the dynamics of interdependence between different factors in a globalised world, as well as the inequalities and conflicts they generate, and relate local and global issues in order to propose alternatives based on a culture of peace and make commitments that contribute to achieving a more sustainable world based on solidarity.



CATALAN

This learning scenario contributes to the development of the following competences:

Specific competence 4

Understand, interpret and critically analyse written and multimodal texts for different reading purposes, recognising their overall meaning and main and secondary ideas, identifying the author's intention, reflecting on their content and form and assessing their quality and reliability in order to build knowledge and respond to different communication needs and interests.

Specific competence 5

Produce appropriate, coherent and cohesive written and multimodal texts, applying basic strategies for planning, drafting, reviewing, correcting and editing, with peer regulation and progressively autonomous self-regulation, and following the conventions of the chosen discourse genre, in order to build knowledge and respond to specific communication needs in an informed, effective and creative way.

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Burundi, 2024. Astrid, 24, originally from the DRC, is a final-year Clinical Psychology student at Université Lumière de Bujumbura, Burundi, on a DAFI scholarship, and currently serves as a counsellor on the DAFI Central Committee.

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Knowledge



SOCIAL SCIENCES: GEOGRAPHY AND HISTORY

Migration and interculturality.

Participation in activities that promote respectful attitudes towards individuals and groups through an intercultural approach.

Global and local.

Application of social science research methods to the problem-based, multicausal analysis of issues in the immediate environment and their links to global issues.

Population, territory and resources.

Analysis of demographic and migration cycles in today's world.

Human dignity and universal rights.

Discussion of issues affecting human dignity, overcoming stereotypes and prejudices.

Inequalities and social justice.

Participation in projects that promote respect and solidarity with disadvantaged individuals and groups in the local community, as well as social cohesion.



CATALAN

Searching for and selecting information.

Use of criteria of reliability, quality and relevance; analysis, evaluation, reorganization and synthesis of information into students' own frameworks and its transformation into knowledge; creative communication and dissemination that respects intellectual property rights.

CITIZENSHIP COMPETENCE

This learning scenario contributes to the development of the following competences:

CC1. Analyse and understand ideas relating to the social and civic dimension of one's own identity, as well as the social, historical and regulatory factors that shape it, demonstrating respect for rules, empathy, equity and a constructive approach when interacting with others in different social and institutional contexts.

CC2. Analyse and develop a well-founded understanding of the principles and values arising from the process of European integration, the legal systems of Spain and Catalonia and human and children's rights, participating in community activities such as decision-making or conflict resolution with a democratic attitude, respect for diversity and a commitment to gender equality, social cohesion, sustainable development and the achievement of global citizenship.

CC3. Analyse and understand fundamental and current ethical issues, critically considering one's own values and those of others and developing one's own judgments in order to address moral controversy through dialogue and reasoned argument, with respect and opposition to all forms of discrimination or violence, including gender-based, LGBTI-phobic, racist or ableist violence and ideological fundamentalism.

CC4. Interpret systemic interdependencies, ecodependency and interconnectedness between local and global actions and consciously and purposefully adopt a sustainable and ecosocially responsible lifestyle.

ENTREPRENEURSHIP COMPETENCE.

This learning scenario contributes to the development of the following competences:

CE1. Analyse needs and opportunities and address challenges critically, assessing their sustainability and evaluating their potential impact on the surrounding environment, in order to present innovative, ethical and sustainable ideas and solutions aimed at creating value in the personal, social, cultural and economic spheres.

CE3. Develop the process of creating valuable ideas and solutions and make reasoned decisions, using agile planning and management strategies and reflecting on both the process and the outcome, in order to develop innovative and valuable prototypes, viewing the experience as an opportunity to learn.

DIGITAL COMPETENCE

This learning scenario contributes to the development of the following competences:

CD1. Conduct advanced internet searches based on criteria of validity, quality, currency and reliability, critically selecting and storing the information so that it can be retrieved, referenced and reused while respecting intellectual property rights.

CD2. Manage and use one's own personal digital environment for lifelong learning to build new knowledge and create digital content, using information-processing strategies and different digital tools, selecting and configuring the most appropriate ones according to the task and specific needs.

LEARNING TO LEARN COMPETENCE

This learning scenario contributes to the development of the following competences:

CPSAA3. Proactively understand the perspectives and experiences of others and incorporate them into one's own learning in order to participate in group work, distributing and accepting tasks and responsibilities equitably and using cooperative strategies.

CPSAA4. Carry out self-assessments of one's own learning process, seeking reliable sources to validate, substantiate and cross-check information and draw relevant conclusions.



SPECIFIC COMPETENCES	KNOWLEDGE	LEARNING OBJECTIVES	TOOLKIT ASSESSMENT CRITERIA
Specific competence 4 (Catalan) Understand, interpret and critically analyse written and multimodal texts for different reading purposes, recognising their overall meaning and main and secondary ideas, identifying the author's intention, reflecting on their content and form and assessing their quality and reliability in order to build knowledge and respond to different communication needs and interests.	Searching for and selecting information. Use of criteria of reliability, quality and relevance; analysis, evaluation, reorganization and synthesis of information into students' own frameworks and its transformation into knowledge; creative communication and dissemination that respects intellectual property rights. Population, territory and resources. Analysis of demographic and migration cycles in today's world.	1. The objective is for students to be able to apply criteria of reliability, quality and relevance when searching for and processing information about the Western Mediterranean migration route.	B1.1. Gather, select and synthesise relevant information on migration cycles and the experiences of migrants in Spain in a critical, ethical and structured way. B1.3. Assess the reliability and intent of different information sources to identify potential ideological biases, omissions and stakeholder interests relating to migration movements into Spain via the Western Mediterranean migration route.
Specific competence 1 (Social Sciences: Geography and History) Search for and process information that enables the interpretation of the present and the past, applying historical and geographical research procedures through the critical analysis of data from analogue and digital sources, in order to transform this information into knowledge and communicate it in different formats.	Global and local. Application of social science research methods to the problem-based, multicausal analysis of issues in the immediate environment and their links to global issues. Population, territory and resources. Analysis of demographic and migration cycles in today's world.	2. The objective is for students to be able to apply social science methods to analyse the Western Mediterranean migration route systemically and construct well-founded arguments about it, in order to interpret its causes, consequences and relationships of interdependencies.	B1.4. Relate migration movements into Spain to global processes in order to identify their causes, consequences and interdependencies. B1.6. Construct well-founded arguments about the Western Mediterranean migration route through systemic and contextual analysis, developing their own critical positions in response to dominant or oversimplified narratives.
Specific competence 2 (Social Sciences: Geography and History) Investigate and construct arguments based on relevant local and global social issues in order to develop critical thinking that respects differences, contributes to the construction of individual and collective identity and helps achieve a fairer and more inclusive present and future.	Migration and interculturality. Participation in activities that promote respectful attitudes towards individuals and groups through an intercultural approach.	3. The objective is for students to be able to recognise and interpret different points of view, taking into account their cultural, social and historical context, in order to foster respectful attitudes towards migration and the realities of migrants, thereby avoiding stereotypes, ethnocentric judgments and oversimplifications.	B2.1. Recognise and interpret different points of view on current migration movements in Spain, taking into account their cultural, social and historical context. B2.3. Value and incorporate diverse perspectives on current migration movements in Spain, avoiding ethnocentric judgments, stereotypes and oversimplifications.
Specific competence 5 (Catalan) Produce appropriate, coherent and cohesive written and multimodal texts, applying basic strategies for planning, drafting, reviewing, correcting and editing, with peer regulation and progressively autonomous self-regulation, and following the conventions of the chosen discourse genre, in order to build knowledge and respond to specific communication needs in an informed, effective and creative way.	Searching for and selecting information. Use of criteria of reliability, quality and relevance; analysis, evaluation, reorganization and synthesis of information into students' own frameworks and its transformation into knowledge; creative communication and dissemination that respects intellectual property rights. Population, territory and resources. Analysis of demographic and migration cycles in today's world.	4. The objective is for students to be able to plan, draft, review and edit an infographic on the Western Mediterranean migration route, applying criteria for analysing, evaluating, reorganizing and synthesising information in order to communicate clearly and rigorously to a real audience, while making appropriate use of inclusive language.	B1.2. Use visual resources or diagrams to facilitate an understanding of current demographic and migration cycles in Spain from both a global and local perspective. B1.1. Gather, select and synthesise relevant information on migration cycles, specifically the Western Mediterranean migration route, in a critical, ethical and structured way.
Specific competence 9 (Social Sciences: Geography and History) Critically assess the dynamics of interdependence between different factors in a globalised world, as well as the inequalities and conflicts they generate and relate local and global issues in order to propose alternatives based on a culture of peace and make commitments that contribute to achieving a more sustainable world based on solidarity.	Inequalities and social justice. Participation in projects that promote respect and solidarity with disadvantaged individuals and groups in the local community, as well as social cohesion.	5. The objective is for students to be able to plan context-specific actions that promote respect, solidarity and social cohesion in relation to migrants in Spain, critically assess their impact and make decisions consistent with the values of social justice, adopting a reflective and committed approach.	B4.2. Make well-reasoned decisions that are consistent with the values of social justice, equity and sustainability, identifying potential short- and long-term impacts of their proposed action. B4.3. Develop and plan contextualised, creative proposals for action to combat misinformation about migration cycles in Spain, respond to community needs and contribute to global justice. B4.4. Critically evaluate the effectiveness and sustainability of actions, identifying strengths, limitations and opportunities for improvement with a reflective and ongoing commitment.

ASSESSMENT CRITERIA	AT-RISK	INITIAL	DEVELOPING	PROFICIENT	TRANSFORMATIVE
B1.1. Gather, select and synthesise relevant information on migration cycles and the experiences of migrants in Spain in a critical, ethical and structured way.	Selects excerpts and data indiscriminately without identifying key concepts. Reproduces direct quotations from the source without reformulating them in their own words. Fails to relate the information to its context.	Selects some key arguments but retains superfluous information. Makes limited use of paraphrasing and reproduces direct quotations from the source. There is little cohesion between ideas. Sources are not cited.	Gathers and selects most of the key concepts and central arguments. Paraphrases using their own words. Organizes the synthesis into clear thematic sections. Does not apply ethical criteria when using and citing sources.	Selects and synthesises key concepts, relevant data and central arguments. Reformulates the information in their own words. Critically connects the content to its ethical dimension and context. Applies ethical criteria when using and citing sources.	Integrates key concepts, relevant data and central arguments with precision, in a coherent and cohesive way. Produces original reformulations and organizes ideas around a clear and well-developed line of reasoning. Critically connects the content to its ethical dimension and context. Applies ethical criteria when using and citing sources.
B1.2. Use visual resources or diagrams to facilitate an understanding of current demographic and migration cycles in Spain from both a global and local perspective.	Does not use any visual support or organization to structure or illustrate the topic being addressed. Information is unclear and lacks organization.	Includes information on the topic in visual formats or diagrams without clear criteria or hierarchy. Presents isolated elements that do not help reinforce or clarify the main ideas.	Creates a representation that includes relevant information and reflects basic relationships. Organization is present but lacks a clear hierarchy, making full understanding difficult.	Creates a structured representation that includes the most relevant information and reflects more complex relationships. Information is organized with a clear hierarchy that supports understanding.	Structures the most relevant information on the topic in an innovative and coherent way. Uses clearly defined hierarchies, labels and connectors that guide the viewer smoothly through complex information.
B1.3. Assess the reliability and intent of different information sources to identify potential ideological biases, omissions and stakeholder interests relating to migration movements into Spain via the Western Mediterranean migration route.	Accepts information without questioning its reliability, origin or intent. Does not recognise potential bias, omissions or underlying interests.	Identifies the origin of the sources but makes only a superficial assessment of their reliability. Gives little consideration to factors such as intent, the purpose of the message and potential ideological biases.	Evaluates the reliability of sources by considering origin, authority, purpose and intent. Begins to identify ideological biases or clear omissions, applying basic criteria for critical analysis.	Evaluates the reliability of different sources critically and in detail, identifying intent, underlying interests and ideological or cultural bias, as well as omissions. Cross-checks sources to build a more objective and balanced understanding of the information.	Evaluates sources rigorously, highlighting silenced voices, dominant ideological frameworks and power structures that shape narratives. Uses ethical and contextual criteria to construct arguments, providing fairer and more equitable alternative narratives.
B1.4. Relate migration movements into Spain to global processes in order to identify their causes, consequences and interdependencies.	Describes local or global situations in isolation, without establishing any connections between them. Presents a fragmented view in which actors, events or issues are treated as separate elements, without considering causes, consequences or interdependencies.	Recognises basic relationships between local and global situations, but only superficially or in general terms, without exploring the underlying causes or consequences in depth. Does not identify clear interdependencies.	Relates local situations, actors and issues to global processes, clearly identifying causes and consequences. Begins to identify economic, social, environmental or political interdependencies, showing a more structured understanding.	Analyses the relationships between local actors and global issues in depth, explaining multiple causes, consequences and interdependencies (economic, social, cultural and environmental). Integrates different factors and perspectives into the analysis, taking a systemic perspective.	Provides a critical and systemic analysis of the relationships between local and global issues, highlighting inequalities, impacts and shared responsibilities. Highlights the power structures and flows of resources and ideas that shape these interdependencies, taking an ethical and ecologically responsible perspective.



B1.6. Construct well-founded arguments about the Western Mediterranean migration route through systemic and contextual analysis, developing their own critical positions in response to dominant or oversimplified narratives.	Expresses general opinions about a situation or phenomenon without clear evidence or connections between causes and consequences. Reproduces dominant or oversimplified narratives without questioning them.	Expresses opinions or arguments without clearly linking causes, consequences and contexts. Does not challenge dominant or oversimplified narratives. Struggles to question and critically analyse discourse, including its ethical, cultural, social, economic and environmental dimensions.	Constructs arguments that identify some causes and consequences of the situation or phenomenon, but only partially or without explaining how they interact within the global system. Begins to recognise ethical, cultural, social, economic and environmental aspects of dominant or oversimplified narratives, partially integrating them into their argument.	Constructs sound, well-structured arguments that clearly identify the causes and consequences of the situation or phenomenon and provide an understanding of its context. Incorporates ethical reflection and recognises the interdependence between the factors and actors involved. Critically questions dominant or oversimplified narratives.	Develops critical and well-structured arguments grounded in a systemic local–global perspective. Analyses interconnections between factors and actors, highlighting the ethical implications of different positions. Challenges dominant or oversimplified narratives by proposing well-supported alternative perspectives, while recognising possible contradictions in one's own reasoning.
B2.1. Recognise and interpret different points of view on current migration movements in Spain, taking into account their cultural, social and historical context.	Reproduces a single perspective without recognising others. Presents different perspectives without contextualisation, maintaining an ethnocentric or oversimplified view of the situation or conflict.	Presents a single perspective or mentions multiple perspectives without situating them within their cultural, social or historical context.	Maintains an ethnocentric or oversimplified view of the situation or conflict. Recognises the existence of different perspectives. Includes some elements that begin to situate these perspectives within their cultural, social and historical frameworks.	Interprets and values multiple perspectives, clearly situating them within their cultural, social and historical contexts. Shows an appreciation for differences and recognises how these frameworks shape the perceptions of different actors.	Demonstrates a deep and critical understanding and appreciation of diverse perspectives, situating them within their cultural, social and historical contexts. Critically examines power dynamics that determine which voices are heard and which are excluded. Actively seeks to include marginalised or silenced voices, enriching collective understanding.
B2.3. Value and incorporate diverse perspectives on current migration movements in Spain, avoiding ethnocentric judgments, stereotypes and oversimplifications.	Engages with diverse perspectives superficially, often making ethnocentric judgments, relying on stereotypes or oversimplifying cultural, social or individual differences. Maintains a decontextualised or polarised view of reality.	Recognises the existence of diverse perspectives, but tends to interpret them through a personal or cultural lens. Does not critically question stereotypes or simplifications. Analysis remains general and lacks depth.	Values diverse perspectives respectfully and identifies stereotypes, simplifications or ethnocentric judgments in dominant narratives. Acknowledges the legitimacy of different experiences and viewpoints.	Engages with diverse perspectives in a contextualised and critical way, avoiding ethnocentric judgments and recognising stereotypes or simplifications in both personal and external discourse. Uses cultural, social and historical criteria to understand differences, maintaining an open and respectful stance.	Critically examines diverse perspectives, highlighting how stereotypes, ethnocentric thinking and simplifications can function as mechanisms of exclusion or domination. Actively promotes more equitable and inclusive narratives, incorporating marginalised voices and recognising diversity as a source of transformation.
B3.2. Identify and use inclusive language clearly and respectfully, avoiding discriminatory or stigmatising expressions in relation to migrants and demographic and migration cycles in Spain.	Uses language that may be discriminatory, stigmatising or offensive, whether intentionally or not. Shows no awareness of the social and emotional impact of language and maintains stereotypes or exclusionary narratives.	Avoids explicitly discriminatory terms, but uses neutral or standardised language without applying principles of inclusion or respect for diversity. Shows limited awareness of how language affects dignity and representation of diverse groups.	Uses generally inclusive, clear and respectful language, avoiding discriminatory or stigmatising expressions. Begins to review and adjust their language to reflect gender, cultural, ethnic and other forms of diversity, applying basic principles of equity and communicative justice.	Uses inclusive, clear and respectful language consistently, adapting communication to the needs and characteristics of different individuals or groups. Demonstrates critical awareness of the role of language in shaping social reality and representing diversity, avoiding stereotypes and exclusionary narratives.	Uses inclusive, clear and respectful language in an intentional and proactive way, not only avoiding discriminatory expressions, but actively promoting narratives that dignify, make visible and empower historically marginalised groups. Introduces language, references and communicative practices that contribute to transforming social relationships from an ethical and critical perspective.



B4.2. Make well-reasoned decisions that are consistent with the values of social justice, equity and sustainability, identifying potential short- and long-term impacts of their proposed action.	Makes decisions without justification or ethical consideration and fails to consider broader consequences. Struggles to recognise the impact of those actions on vulnerable groups or the environment. Avoids critical discussion when decisions are questioned.	Makes decisions without explicitly considering social justice, equity or sustainability. Shows difficulty recognising their impact on different groups or contexts. Arguments are superficial and based mainly on personal opinion rather than evidence or multiple perspectives.	Begins to incorporate values of social justice, equity and sustainability into decision-making, though inconsistently. Identifies some immediate impacts on specific groups, but struggles to recognise long-term or broader global implications. Arguments show an emerging use of relevant and reliable sources.	Makes informed and well-reasoned decisions aligned with social justice, equity and sustainability. Demonstrates structured thinking and integrates cultural, social, economic and environmental perspectives. Identifies both short- and long-term impacts across different groups, particularly those most vulnerable. Supports decisions with relevant and reliable sources.	Makes strategic and creative decisions deeply grounded in these values, leading processes of critical reflection and collective action. Analyses global interdependencies from a systemic perspective, considering impacts at different scales, both local and global. Promotes solutions that incorporate the voices and needs of historically marginalised groups. Presents well-founded, ethical and plural arguments based on relevant and reliable sources, aimed at collective well-being and global sustainability.
B4.3. Develop and plan contextualised and creative proposed courses of action to combat misinformation about migration cycles that respond to community needs and contribute to global justice.	Proposes unrealistic actions that are disconnected from local or global needs. Shows little interest in understanding the community or analysing its needs before proposing actions.	Proposes actions in a superficial way, with limited connection to community needs or global justice principles. Ideas are often impractical or unrealistic. Relies on standardised approaches without offering original or innovative perspectives.	Plans actions that address social or environmental issues with some connection to local or global contexts and community needs. Includes some creative elements, though not always consistently or clearly justified. Shows limited depth in analysing feasibility or alignment with global justice.	Develops well-planned, contextualised actions based on a sound analysis of community needs, with a clear focus on global justice. Incorporates creative and innovative elements and adapts to available contexts and resources. Provides coherent justification of feasibility, relevance and expected impact.	Designs and plans creative and context-sensitive actions with a strong focus on social or environmental innovation, responding strategically to community needs and actively contributing to global justice. Includes mechanisms to ensure feasibility, sustainability and inclusion of diverse groups. Demonstrates a systemic and forward-looking perspective, connecting local actions to global processes and engaging others in planning and implementation.
B4.4. Critically evaluate the effectiveness and sustainability of actions, identifying strengths, limitations and opportunities for improvement with a reflective and ongoing commitment.	Does not review or evaluate the process or outcomes, avoids acknowledging errors or areas for improvement and provides only a superficial evaluation. Does not propose improvements for future action, limiting reflection and progress.	Evaluates actions superficially or only in part, focusing mainly on visible aspects without considering long-term sustainability or impact on different groups. Reflects on actions without analysing successes, challenges or potential improvements in depth.	Begins to evaluate effectiveness in more detail, identifying some strengths and limitations, though not always systematically. Suggests initial adjustments and begins to consider sustainability and continuity. Shows growing awareness of impact across different groups and a developing commitment to continued progress.	Evaluates actions systematically, clearly identifying strengths and areas for improvement. Proposes well-founded adjustments for both short- and long-term improvement. Demonstrates initiative in ongoing improvement. Integrates reflection as a core part of the process, linking actions to global justice and sustainability.	Evaluates actions in depth, considering not only immediate results but also systemic and structural impact, as well as short- and long-term effects across different groups. Demonstrates ongoing, proactive commitment to improvement, promoting collective reflection, shared learning and continuous adaptation to support meaningful and lasting change.

Alignment matrix for the learning scenario activities, assessment criteria and learning objectives

GLOBAL COMPE- TENCE ASSESSMENT TOOLKIT TOOL USED	LEARNING SCENARIO ACTIVITY	ASSESSMENT CRITERIA	LEARNING SCENARIO OBJECTIVES ADDRESSED BY THE ACTIVITIES
The Stereo- type Tree	1) The Stereotype Tree: Students analyse how prejudices are formed and how they can lead to discriminatory behaviours that are often normalised or rendered invisible within society. Using the visual metaphor of a tree, students identify and represent the roots of prejudice (preconceived ideas, stereotypes, fears, beliefs), the trunk as a representation of discriminatory attitudes and behaviours, and the crown with proposals and actions for a fairer and more inclusive society.	B1.2, B2.3, B4.3	3. The objective is for students to be able to interpret different points of view on social realities, taking into account their cultural, social and historical context, in order to recognise a plurality of perspectives and foster respectful attitudes towards migration and the realities of migrants, avoiding stereotypes, ethnocentric judgments and oversimplifications.
Empathy Map and Human Needs	2) Exploring perspectives: This tool encourages students to step into another person's shoes in order to understand their reality through an empathetic, critical and systems-based perspective. Through different stages of the activity, students develop an in-depth understanding of how other people experience violations of their rights, with the aim of bringing together emotions, critical thinking and social commitment to promote transformative education that connects students with human rights and global justice.	B1.1, B1.4, B1.6, B2.1, B2.3, B3.2, B4.2	1. The objective is for students to be able to apply criteria of reliability, quality and relevance to analyse, synthesise and organize information about the Western Mediterranean migration route. 3. The objective is for students to be able to interpret different points of view on social realities, taking into account their cultural, social and historical context, in order to recognise a plurality of perspectives and foster respectful attitudes towards migration and the realities of migrants, avoiding stereotypes, ethnocentric judgments and oversimplifications.
Chunking + Docu- mented Information Worksheet	3) Finding out more: The activity facilitates the understanding of complex global issues by breaking them down into conceptual blocks, or chunks. The procedure is structured into four stages: breaking the issue down into meaningful components (causes, consequences, actors, dilemmas, responses); analysing the reliability and intent of different information sources in order to understand each chunk; and identifying connections between them.	B1.1, B1.3, B1.4, B1.6	1. The objective is for students to be able to apply criteria of reliability, quality and relevance when searching for and processing information about the Western Mediterranean migration route. 2. The objective is for students to be able to gather, analyse and synthesise information and construct arguments about the Western Mediterranean migration route, in order to interpret its causes and consequences from a systemic and interconnected perspective while avoiding oversimplified or stigmatising narratives. 3. The objective is for students to be able to interpret different points of view, taking into account their cultural, social and historical context, in order to recognise a plurality of perspectives and foster respectful attitudes towards migration and the realities of migrants, avoiding stereotypes, ethnocentric judgments and oversimplifications.



Chunking	4) Creating an infographic: This activity reviews the characteristics of an infographic so that students can create a visual representation of the ideas gathered in the 'Finding out more' activity. Students develop skills related to critical analysis, systems thinking and the organization of knowledge through this process.	B1.1, B1.2, B1.4, B1.6	1. The objective is for students to be able to apply criteria of reliability, quality and relevance to analyse, synthesise and organize information about the Western Mediterranean migration route. 2. The objective is for students to be able to gather, analyse and synthesise information and construct arguments about the Western Mediterranean migration route, in order to interpret its causes and consequences from a systemic and interconnected perspective while avoiding oversimplified or stigmatising narratives. 4. The objective is for students to be able to plan, draft, review and edit an infographic on the Western Mediterranean migration route, using inclusive language to communicate clearly, rigorously and respectfully.
Scale of Change	5) Developing proposals: This reflection and action activity invites students to imagine, design and evaluate transformative educational actions in response to global or local issues by following the steps of the Theory of Change: identifying the cause, representing the change they want to bring about, identifying barriers, developing specific and meaningful proposals and evaluating their transformative potential.	B1.1, B1.4, B1.6, B3.2, B4.2, B4.3, B4.4	2. The objective is for students to be able to apply social science methods to gather, analyse and synthesise information and construct arguments about the Western Mediterranean migration route, in order to interpret its causes and consequences from a systemic and interconnected perspective while avoiding oversimplified or stigmatising narratives. 5. The objective is for students to be able to plan context-specific actions that promote respect, solidarity and social cohesion in relation to migrants in Spain, critically assess their impact and make decisions consistent with the values of social justice, adopting a reflective and committed approach.
Process Analysis	6) Taking action and analysing the process: This activity invites students to make their own working process visible as they carry out their chosen action. Using a step-by-step record, students document the sequence of actions they take, the time spent on each stage, the difficulties they encounter and the solutions they apply. This practice helps students become more aware of their own working habits and strategies, enabling them to identify recurring patterns, repeated mistakes and opportunities for improvement. It also provides the teacher with valuable insight into students' actual cognitive and organizational processes.	B1.1, B1.4, B3.2, B4.2, B4.3, B4.4,	5. The objective is for students to be able to plan context-specific actions that promote respect, solidarity and social cohesion in relation to migrants in Spain, critically assess their impact and make decisions consistent with the values of social justice, adopting a reflective and committed approach.

Methodological strategies

LEARNING SCENARIO METHODOLOGY

The learning scenario follows a complete learning cycle, beginning with the activation of prior knowledge and progressing to transformative action. The sequence allows students to integrate conceptual, procedural and attitudinal knowledge while developing their competences. The methodology also incorporates cooperative learning activities, critical and systems thinking techniques, tools for analysing and validating sources, authentic audiovisual and documentary resources and digital tools for multimodal production. This range of methodological approaches makes it possible to combine activities involving information searches and cross-checking, research and analysis, synthesis and visual representation, application to case studies and proposals for transformative action.

TEACHING AND LEARNING CYCLE

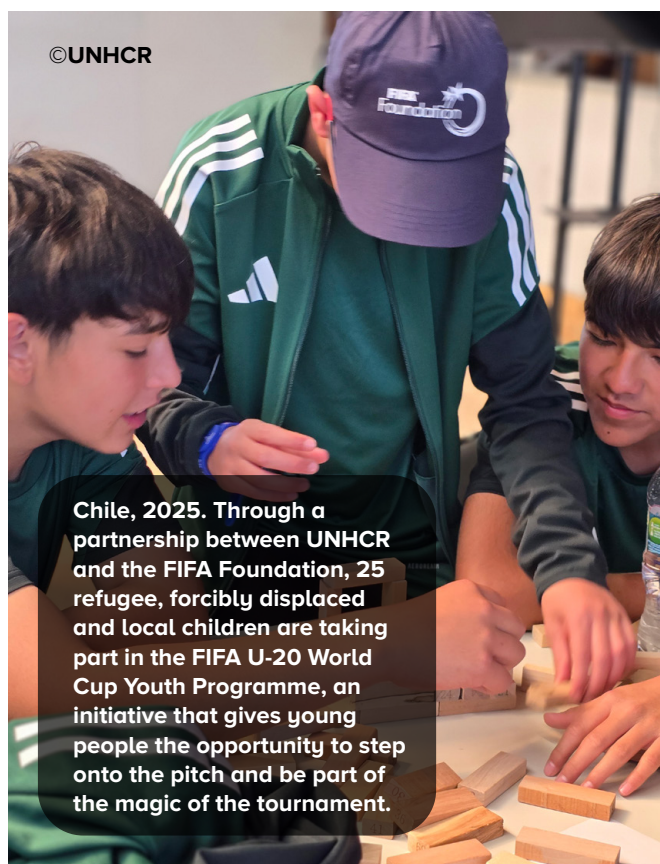
The sequence of activities builds on students' interests and prior knowledge, beginning with an initial activity designed to motivate students and assess what they already know. The assessment criteria and rubrics are presented from the outset so that students understand the learning objectives and the evidence of learning they are expected to produce. The development activities then focus on understanding and responding critically to forced displacement, through the lenses of social justice, gender and intersectionality. The structuring activity then aims to organize new knowledge through an infographic, ensuring that students understand what they have been taught. Finally, in the application activities, students formulate and plan a proposal for action that responds to community needs and is feasible within their local context.

INCLUSION AND DIVERSITY

To support individualised teaching and learning, each activity includes support measures for students who may have greater difficulty completing a particular task, as well as extension activities for students who complete the assigned tasks before the rest of the class.

CLASSROOM ORGANIZATION

Classroom organization seeks to strike a balance between different modes of working. These include individual activities for personal reflection and synthesis, small-group tasks for researching data and comparing perspectives and whole-class activities for building shared frameworks and sharing



results. The activities deliberately combine whole-class, small-group and individual work in order to manage cognitive load, foster positive cooperation and promote personal responsibility throughout every stage of the process. This balance helps students take an active role in their learning, understand what they are learning at each stage and self-regulate their progress. Specific tools are used to support this process, including process logs, peer- and self-assessment rubrics and peer feedback activities.

ASSESSMENT SYSTEM

The assessment system encompasses assessment as learning, assessment for learning and assessment of learning. Assessment as learning provides opportunities for self- and peer assessment, enabling students to analyse their own learning process, identify strengths and areas for improvement and regulate their learning strategies. For assessment for learning, teachers gather evidence on an ongoing basis through rubrics used to assess process logs or portfolios, as well as through observation, in order to inform teaching decisions and adapt activities to the needs identified. Finally, assessment of learning determines the extent to which the established objectives have been achieved, certifies the level of competence attained and provides a final assessment with academic consequences.

ACTIVITY TYPE	CLASS-ROOM ORGANIZATION	TOOL USED	LEARNING SCENARIO ACTIVITY	RESOURCES	EVIDENCE OF LEARNING	ASSESSMENT CRITERIA	TIME
INITIAL ACTIVITIES	Whole class	The Stereotype Tree	1) The Stereotype Tree: Students analyse how prejudices are formed and how they can lead to discriminatory behaviours that are often normalised or rendered invisible within society. Using the visual metaphor of a tree, students identify and represent the roots of prejudice (preconceived ideas, stereotypes, fears, beliefs), the trunk as a representation of discriminatory attitudes and behaviours and the crown with proposals and actions for a fairer and more inclusive society.	Spanish Maritime Rescue assisting the occupants of a small boat. The image (El Periódico, 2024) shows 35 people intercepted after arriving in two small boats in Formentera in the early hours of the morning. https://www.elperiodico.com/es/sociedad/20241008/interceptan-35-personas-llegadas-pa-teras-109053148 Image from the University of Valencia – Office of the Vice-Rector for Culture (n.d.), entitled ‘From a Spain of emigration to a Spain of immigration’. ‘Spanish refugees crossing the French-Spanish border, 1939’ illustrates this exodus. https://www.uv.es/cultura/c/docs/expespanyaemi-gra08cast.htm Card, marker pens/pens, student laptop or tablet	Formative Assessment Outputs		1h
	Small groups				Symbolic Tree	B1.2, B2.3, B4.3	
	Individual work				Assessment as learning		
					Peer Assessment Rubric	B1.2, B2.3, B4.3	



	Whole class	Empathy Map and Human Needs	2) Exploring perspectives: This tool encourages students to step into another person's shoes in order to understand their reality through an empathetic, critical and systems-based perspective. Through different stages of the activity, students develop an in-depth understanding of how other people experience violations of their rights, with the aim of bringing together emotions, critical thinking and social commitment to promote transformative education that connects students with human rights and global justice.	The adaptations for educational use are based on Basanta (2023), Històries de Refugi (Stories of Refuge). Barcelona: Fundació ACSAR and Associació Catalunya-Liban, for educational use. Based on the exploration of the concept of migration stories in Barton (2021), 'The History of Humanity is Made Up of a Succession of Migrations'. https://unesdoc.unesco.org/ark:/48223/pf0000379210_cat Student laptop or tablet, paper, pens (if completing the activity by hand).	Assessment for learning		2h
	Small groups				Empathy Map	B1.1, B1.4, B2.1, B2.3	
	Individual work				Process Analysis	B2.1, B2.3, B3.2	
					Analysing the maps	B1.1, B1.4, B1.6, B2.1, B2.3, B4.2	
					Assessment as learning		
					Self-assessment Grid	B2.1, B2.3, B4.2	
	Whole class	Chunking + Documented Information Worksheet	3) Finding out more: The activity facilitates the understanding of complex global issues by breaking them down into conceptual blocks, or chunks. The procedure is structured into four stages: breaking the issue down into meaningful components (causes, consequences, actors, dilemmas, responses); analysing the reliability and intent of different information sources in order to understand each chunk; and identifying connections between them.	The large-scale arrival of migrants in the Balearic Islands has recently become a logistical challenge (3cat. cat, 2024). 600 migrants in three days: the Balearic Islands adapt to the arrival of small boats In its guide, the Council of Mallorca (2023) provides clear guidelines for working with migrant children. Guide to working with migrant children (Mallorcan Institute of Social Affairs, 2023, pp. 11–25) Student laptop or tablet Portfolio (online or physical).	Assessment for learning: Workbook		2h
	Small groups				Breaking down information into chunks	B1.1	
	Individual work				Assessment of learning: Workbook		
					Chunk Analysis Table	B1.1, B1.3, B1.4, B1.6	
					Relationships and Responses Map	B1.4, B1.6	



STRUCTURING	Small groups	Chunking	4) Creating an infographic: This activity reviews the characteristics of an infographic so that students can create a visual representation of the ideas gathered in the 'Finding out more' activity. Students develop skills related to critical analysis, systems thinking and the organization of knowledge through this process.	Information for creating the infographic: 'The infographic is a valuable educational resource' (VIVES, 2022). Infographic Student laptop or tablet Tools for creating the infographic: Infogram , Piktochart , Genial.ly , Canva , Easel.ly , Visme	Assessment of learning		1h
					Infographic	B1.1, B1.2, B1.4, B1.6	
APPLICATION	Whole class	Scale of Change	5) Developing proposals: In this reflection and action activity, students imagine, design and evaluate transformative educational actions in response to global or local issues by following the steps of the Theory of Change: identifying the cause, representing the change they want to bring about, identifying barriers, developing specific and meaningful proposals and evaluating their transformative potential.	Student laptop or tablet Paper, pens (if completing the activity by hand).	Assessment for learning		2h
	Small groups				Drafting a desired transformation	B1.1, B1.6, B3.2	
	Individual work				Barrier Table	B1.1, B1.4, B1.6, B3.2	
	Change – Barrier – Action Table				B1.6, B3.2, B4.2, B4.3		
		Traffic light system Table	B1.6, B3.2, B4.2, B4.4				
	Whole class	Process Analysis	6) Taking action and analysing the process: In this activity, students document their working process as they carry out their chosen action. Using a step-by-step record, students document the sequence of actions they take, the time spent on each stage, the difficulties they encounter and the solutions they apply. This helps students reflect on their working habits and strategies and identify recurring patterns, repeated mistakes and opportunities for improvement. It also provides the teacher with valuable insight into students' actual cognitive and organizational processes.	Student laptop or tablet Paper, pens (if completing the activity by hand).	Assessment of learning		2h
	Small groups				Recording Template	B1.1, B1.4, B3.2, B4.2, B4.3, B4.4	
Individual work							
ESTIMATED DURATION OF THE LEARNING SCENARIO:							Approx. 10 sessions

This learning scenario meaningfully addresses the six key principles established in the curriculum:

Democratic citizenship and global awareness: This is the central principle. Students analyse the causes and consequences of forced displacement from a systemic and interconnected perspective, understanding its global and local causes and consequences and developing context-specific proposals to promote social justice and community cohesion.

Competence-based learning: The activities integrate conceptual, procedural and attitudinal knowledge across the learning process. Students develop critical and creative thinking, empathy, multimodal communication and the ability to propose actions with transformative potential.

Emotional well-being: Space is provided for emotional expression, active listening and self-awareness, particularly through tools such as the Empathy Map and the My Story Through Rights activity, fostering emotional safety and mutual recognition.

Universal curriculum: Inclusive strategies and a variety of tools are incorporated (visual representations, experiential activities, personal reflections, cooperative work, infographics, etc.) to accommodate different learning styles and ensure that all students can participate.

Gender perspective: The learning scenario highlights the intersectional forms of discrimination affecting people experiencing migration, taking into account the impact of gender, origin, economic circumstances and age on access to rights and dignity.

Quality of language education: Written and spoken communication in Catalan as the language of instruction is promoted through texts, presentations, diagrams and infographics, with an emphasis on respectful language use.

DIVERSITY AND INCLUSION

Universal measures and support

The measures and support adopted in the learning scenario are based on a preventive and proactive educational approach and are intended for all students. Their purpose is to ensure a high-quality, inclusive learning environment in which the learning context can be adapted to the different needs and ways of learning present in the classroom. These measures provide strategies for minimising barriers to access that may hinder participation because of personal, social, cultural, or contextual factors. They promote equal opportunities for all students to participate in the activities and achieve the objectives. They also support meaningful learning by connecting content with students' experiences, interests and realities, strengthening motivation and engagement and helping each student develop their competences to their full potential.



Jordan, 2024. Asylum-seekers from Syria attend Italian language classes in Amman as part of the Refugee Labour Mobility Corridor initiative.

ACTIVITY	MEASURES AND SUPPORT	ADDITIONAL OR INTENSIVE MEASURES AND SUPPORT
The Stereo-type Tree	Support measure: As a support measure, a symbolic tree template is provided to reduce the time needed to draw the tree, allowing students to focus their attention on brainstorming ideas for its roots, trunk and crown. (Annex 1) Extension activity: As an extension, each team reviews their tree, strengthens it with evidence (reliable data and arguments) and looks for connections. Starting with one of the roots (a key prejudice), students add a verifiable piece of data and briefly cite the source, show how it relates to a behaviour represented in the trunk and explicitly note the local–global connection explaining how this prejudice or stigma circulates and has an impact. Opportunity to consult the teacher	ADDITIONAL MEASURES AND SUPPORT To be determined by the teacher • Specific tutorial support measures • Support from the special education teacher • Support from the educational guidance teacher • Personalised school support (SEP) • Intensive improvement programmes (PIM) • Language and social support • Reception classrooms
Exploring perspectives:	Support measure: A bank of emotions and feelings is provided to support students while they work on the empathy map. This resource serves as a guide to help them name complex emotions (fear, hope, frustration, relief, loneliness, dignity, etc.) and connect them with the character's situation. Extension activity: Individually or in pairs, students add a second perspective related to the case, based on adapted accounts by social workers, and identify: one point the perspectives have in common, one genuine difference or tension, one potential misunderstanding and one specific 'bridge to understanding' (a gesture or piece of information that could prevent it). Narrative 1 adapted from Domènech, Soldevila, & Allué (2017): Domènech, J., Soldevila, L., & Allué, C. (2017, 28 February). "Els CRAE tal com són avui haurien de deixar d'existir" ("CRAE centres as they are today should cease to exist"). Social.cat. Narrative 2 adapted from (Social.cat, 2025): Social.cat. (2025, 20 May). El Govern espanyol planteja la regularització de les persones migrants que es troben a l'Estat (The Spanish Government proposes regularizing migrants living in Spain). Social.cat. Narrative 3 inspired by accounts from people affected by the volcanic eruption on La Palma (Niño & Velasco, 2021): the tragedy on La Palma: tras el drama en La Palma: "La lava la ha engullido mi casa, no hay palabras para definirlo" (The stories behind the tragedy in La Palma: 'The lava has swallowed up my home. There are no words to describe it.'). Huffington Post. (Niño, E., & Velasco, M., 21 September 2021). Opportunity to consult the teacher	INTENSIVE MEASURES AND SUPPORT To be determined by the teacher • Intensive support for inclusive education (SIEI) • Intensive hearing and language support (SIAL) • Support from educational support staff • Comprehensive classroom support programmes (AIS) • Educational provision from special education schools (CEE) and special education schools that provide services and resources (CEEPSIR) • Direct support from professionals at the Educational Resource Centre for People with Visual Impairments (CREDV) and educational resource centres for people with hearing impairments (CREDA)
Finding out more	Support measure: An adapted and simplified summary of the Guide to working with migrant children (Council of Mallorca, Directorate for Children and Families, Department of Social Rights, n.d., pp. 11–25). This summary covers the key information on migration routes to the Balearic Islands and the reasons that lead children and young people to migrate. Extension activity: Working in small groups or individually, students are asked to find recent news about another migration route to Spain (such as the routes to the Canary Islands, Andalusia, or Ceuta/Melilla) and compare it with the Balearic Islands case, highlighting one key similarity and one key difference. Opportunity to consult the teacher	
Creating an infographic	Support measure: To make it easier for students to create the infographic on forced displacement, they are provided with a pre-designed Canva template (Annex 2). The template helps them organize the information visually and in a structured way, with separate sections for the title, causes, consequences, actors involved, relevant data and final message. Extension activity: Once students have created the infographic digitally (for example, using Canva, Genially, or Google Slides), they generate a QR code that links directly to their work. The code can be added to the classroom display or printed on cards for distribution. This allows classmates, teachers, or family members to scan it with their phones and access the infographic. This extension activity provides an interactive way to share and disseminate their work, while also encouraging the use of digital resources and communication with the wider community. Students can use Canva to create the QR code: https://www.canva.com/es_es/generar-codigo-qr/ Opportunity to consult the teacher	
Developing proposals	Support measure: A bank of specific educational actions related to forced displacement that can be carried out at school and are feasible, transformative and connected with the school community and the surrounding area. Extension activity: The teacher asks students to conduct a brief search for real-world examples of good practice, either local or global, related to the topic being studied (educational campaigns, community projects, or social initiatives that have had an impact on social justice and community cohesion). Opportunity to consult the teacher	
How did we do?	Opportunity to consult the teacher	

Learning **SCENARIO** Activities in detail

GLOBAL COMPETENCE ASSESSMENT TOOLKIT



The learning scenario activities presented below have been developed using tools from the Global Competence Assessment Toolkit for secondary school teachers. To consult the Toolkit, click on the button below:

VIEW TOOLKIT





PROCEDURE:

STEP 1. Activating and critically contextualising

First, the teacher asks students to write brief, honest responses. The topic is then introduced using the following resources:

Resource 1, Activity 1:



Spanish Maritime Rescue assisting the occupants of a small boat. / L-EMV

Spanish Maritime Rescue assisting the occupants of a small boat. The image (El Periódico, 2024) shows Spanish Maritime Rescue assisting a small boat. 35 people intercepted after arriving in two small boats in Formentera in the early hours of the morning.

<https://www.elperiodico.com/es/sociedad/20241008/interceptan-35-personas-llegadas-pateras-109053148>



Spanish refugees crossing the French-Spanish border, 1939. Fundació Largo Caballero.

Image from the Universitat de València – Office of the Vice-Rector for Culture (n.d.), entitled 'From a Spain of emigration to a Spain of immigration'. 'Spanish refugees crossing the French-Spanish border, 1939' illustrates this exodus.

<https://www.uv.es/cultura/c/docs/expespanyaemigra-08cast.htm>

To activate students' prior knowledge, the teacher guides a discussion using the following questions:

- What can you see in each photograph? Who is shown, and what are they doing?
- Which objects, settings or details stand out to you most?
- How do you think the people in the photographs might be feeling?
- What similarities can you identify between the two images (e.g. movement, displacement, vulnerability)?
- What differences can you identify (historical period, means of transport, social or political context)?
- Why do you think it might be useful to consider these two photographs together?

These questions are intended to: **1)** highlight the historical continuity of migration, showing that it is neither a new phenomenon nor unique to the present day; **2)** draw connections between experiences from different periods by comparing migration from Spain under Franco with present-day migration across the Mediterranean; **3)** foster empathy and understanding by helping students see people who migrate as individuals with their own life stories, emotions, fears and hopes, despite their different circumstances; and **4)** encourage critical comparison by asking students to reflect on what has changed (historical context, means of transport and policies) and what has remained the same (causes of displacement, difficulties and vulnerabilities).

STEP 2. Reflecting in groups and creating the tree

Next, explain that a prejudice is a value judgment we make about other people based on stereotypes. It oversimplifies reality and does not respect each person's individuality. If necessary, review the definitions of prejudice and stereotype to clarify the concepts (using a dictionary, real-life examples, etc.). To put this into practice, each group creates a



symbolic tree on paper to identify and transform potential prejudices and stereotypes surrounding forced displacement in Spain into a conceptual representation of causes, effects and alternatives, using the following structure:

- 1. Roots (Causes):** words, fears and common prejudices directed towards groups perceived as different.
- 2. Trunk (Effects):** discriminatory behaviours that may result from these prejudices.
- 3. (Alternatives):** aspirations, proposals and actions for building a fairer, more supportive society that respects diversity.

STEP 3. Reflecting individually

Once the trees have been completed, they are displayed on the classroom walls and students participate in a feedback round: each student looks at the other groups' work and adds ideas and reflections using sticky notes.

STEP 4. Peer assessment

Students assess another group's symbolic tree and give it a score from 1 to 5 based on the description they think best applies:

Peer Assessment Rubric					
Statement	1	2	3	4	5
The Stereotype Tree is well-organized visually, with clear concepts and connectors that help the reader understand the information.	×				
The group has used inclusive, clear and respectful language, avoiding discriminatory expressions.				×	
The proposed actions are creative, realistic and respond to genuine community or societal needs.					×

STEP 5. Reflecting together

The whole class reflects on the following questions:

- Which prejudices did we identify as being most deeply rooted in our culture or in ourselves?
- Are there forms of discrimination that have become normalised? How can we challenge them?
- Do we have any privileges that prevent us from recognising certain inequalities?
- What resistance might we encounter when trying to challenge stereotypes?

UNIVERSAL MEASURES:

Support measure:

As a support measure, a symbolic tree template ([Annex 1](#)) is provided to reduce the time needed to draw the tree, allowing students to focus on brainstorming ideas for its roots, trunk and crown.

GO TO ANNEX 1



Extension activities

As an extension, each team reviews their tree and strengthens it with evidence and connections. Starting with one of the roots (a key prejudice), students add a verifiable piece of data and briefly cite the source, show how it relates to a behaviour represented in the trunk and explicitly note the local–global connection explaining how this prejudice or stigma circulates and has an impact.

Opportunity to consult the teacher

The teacher can answer students' questions during the session, but students can also request a tutorial.



PROCEDURE:

STEP 1: Introducing and contextualising the case

Students are presented with a resource related to forced displacement (one resource for every seven students) and given a question to encourage reflection:

- “How might our understanding of the world change when we see it through someone else's eyes?”

RESOURCE 1:

Nioukou Sigaby's story (adapted for classroom use)

Nioukou Sigaby was born in Mali into a large family with limited financial resources. His mother sold fruit on the street and his father worked as a gardener. From an early age, Nioukou went both to school and work to help support his family. He saw poverty and a lack of opportunities as a constant threat to his own future and that of his family.

At the age of 14, he decided to leave home and try to reach Europe so that he could send money back to his family. The journey was long and extremely difficult: he travelled through Burkina Faso, Niger, Algeria, Libya and Morocco before eventually managing to cross the sea and reach Spain. Along the way, he saw vast deserts, cities scarred by inequality and places where migrants worked without rights or protection.

He felt great fear and despair when he became trapped in Libya, where he experienced labour exploitation and violence. He tried several times to make the crossing in a small boat, but each attempt failed and he had to turn back. Eventually, he managed to reach Almería in an unsafe boat and was rescued by Spanish Maritime Rescue.

Once in Catalonia, he was taken in by an organization that provided him with accommodation and support. He began to hear new messages of hope and support, but also encountered public narratives that often criminalised migrants. Despite this, he remained determined and persevered. He trained in the hospitality sector and eventually secured a job as a kitchen assistant.

Today, Nioukou greatly values the opportunity to have a safe, dignified life. When he first arrived, his most urgent needs were food, shelter and documentation. His greatest ambition now is to help his family and contribute to a fairer society. However, he points out that many young people are unaware of the dangers of the journey and advocates for safe and legal migration routes.

Adapted from Basanta (2023). [Històries de Refugi. Barcelona: Fundació ACSAR and Associació Catalunya-Liban, for educational use.](#)

RESOURCE 2:

Peru and climate migration (adapted for classroom use)

Peru is one of the countries in the world most exposed to the effects of climate change. With almost 3,000 kilometres of coastline, large glaciers in the Andes and an extensive area of Amazon rainforest, its population lives with natural hazards that affect everyday life.

One term well known to Peruvians is *huayco*, which refers to sudden surges in rivers caused by the heavy rains associated with El Niño. Every summer, this weather phenomenon threatens entire communities. As far back as the eighteenth century, the city of Zaña had to be abandoned following a flood of this kind, in one of the country's earliest recorded cases of climate-related displacement.

The El Niño–Southern Oscillation (ENSO) is the most important source of climate variability. When the waters of the Pacific warm, they bring torrential rain, flooding and landslides. In 2017, a particularly severe episode forced nearly 300,000 people to leave their homes and caused extensive damage in the Piura region.

However, these risks do not affect only coastal areas. In the Andes, global warming is accelerating the retreat of glaciers, one of the country's main sources of water. This leads to water shortages and forces many farming families to migrate. In the Amazon rainforest, meanwhile, both flooding and extreme droughts are becoming more frequent, damaging agriculture and disrupting life in Indigenous communities.

Climate migration in Peru is predominantly internal. Young people, people on lower incomes and, in some cases, men are the most likely to move. Many fishers move along the coast according to the availability of fish, while farmers in the north, such as those in Piura, migrate temporarily during periods of drought in order to survive.

As a result, one third of Peru's population now lives in areas at risk, and more than nine million people are exposed to heavy rainfall, flooding and landslides. In a country where poverty affects more than 20% of the population, natural disasters further exacerbate inequalities and force increasing numbers of families to leave their land.

Adapted from Barton (2021). https://unesdoc.unesco.org/ark:/48223/pf0000379210_cat



RESOURCE 3:**Aminata's story (Mali) (adapted for classroom use)**

Aminata was born in Mali, a country with a rich cultural and historical heritage, but one that is also affected by poverty, political instability and armed conflict. Her childhood was shaped by family traditions, the support of her community and the hope of growing up in peace. However, her circumstances began to change as violence moved ever closer to her village.

As armed groups gained control in her region, Aminata's everyday life changed completely. Families lived in fear, schools closed and many girls were forced into early marriage or made to leave school. Aminata saw her own freedom stripped away: she could no longer go out alone, she feared being persecuted and her voice was ignored within a patriarchal and violent system.

Her family had to make a drastic decision: to leave the country to protect their daughters and seek a future with greater opportunities. The journey was long and fraught with danger. They crossed deserts, borders and territories controlled by militias. Along the way, Aminata witnessed the extreme vulnerability of many women and children, who were exposed to hunger, thirst and sexual violence. The experience affected her deeply and made her understand the scale of the injustices faced by so many people.

When they finally arrived in Spain, Aminata felt relieved to be safe, but also overwhelmed by the challenges ahead. Everything was unfamiliar: a new language, a different culture and legal procedures they did not understand. The first few months were difficult, with periods of loneliness and disorientation. Despite this, Aminata began learning the language and making friends at school, where she also discovered that her experiences and her voice could help raise awareness among others.

Today, Aminata is enthusiastic about school and wants to make the most of every opportunity. Her ambition is to gain the qualifications she needs to work while also supporting other girls who have experienced vulnerable situations. She knows that some people still judge her because of her background or the colour of her skin, but she firmly believes that the best response is to demonstrate her potential and make a positive contribution to the society that has welcomed her.

Adapted from Basanta (2023). [Històries de Refugi. Barcelona: Fundació ACSAR and Associació Catalunya-Liban, for educational use.](#)

RESOURCE 4:**Regina Zoe Magallón's story (Colima, Mexico) (adapted for classroom use)**

Regina Zoe Magallón was born in Colima, Mexico, into a seemingly stable family: her parents were teachers and she lacked nothing during her childhood. However, she grew up in an environment marked by family tensions and a lack of understanding of her identity. From an early age, she knew that she felt different; her body did not reflect how she felt or saw herself. Despite her mother's love, her father and other members of her family rejected her, and this rejection had a profound impact on her adolescence.

As a young person, she began experimenting with her gender expression: she dyed her hair, wore make-up and adapted men's clothes into women's clothing, although she had to remove her make-up when she was at home. This contrast between the freedom she was beginning to experience outside the home and the silence imposed on her at home created inner conflict, but also allowed her to open up to the world, make friends and have her first romantic experiences.

Over the years, Regina came into contact with trans movements and discovered that it was legally possible to change her identity. Despite financial difficulties and opposition from some family members and religious groups, in 2015 she succeeded in officially registering under the name Regina Zoe, a moment she described as the fulfilment of a long-held dream. This marked the beginning of her activism, which led her to share her story in the media and become involved in movements for trans and LGBTIQ+ rights.

Her activism, however, came at an extremely high cost. Regina became the target of threats and attacks. The most traumatic incident was a brutal machete attack in which several men beat her and inflicted serious injuries to her head, face and hands, leaving her close to death. Despite the extreme violence of the attack, she survived, although she was left with physical and emotional scars that remain with her to this day.

Regina also became involved in searching for missing people in her state, founding a solidarity group. Her struggle was twofold: personal, for her identity and survival, and collective, for the memory of those who had disappeared and justice for the many families affected by violence in the country. This public profile meant that when she decided to stand as a candidate for mayor of her municipality, transphobic reactions and threats intensified until the situation became untenable.

Faced with constant danger and having survived multiple attacks, Regina decided to flee and seek asylum in Spain. Her arrival was not easy: she experienced discrimination in reception centres, including transphobia from other residents. Despite this, she eventually obtained international protection and permanent residence. She now lives in Catalonia, where she works and continues to build her life with hope, without forgetting the scars of the past or her determination to continue contributing to the fight for the rights and dignity of trans people and refugees.

Adapted from Basanta (2023). [Històries de Refugi. Barcelona: Fundació ACSAR and Associació Catalunya-Liban, for educational use.](#)



STEP 2: Completing the Empathy Map

Working individually, students reflect from the perspective of the person in their assigned case and complete a template (on paper or digitally) covering the different sections of the Empathy Map:

Empathy Map		
Area	What to observe or ask	Response
What do they see?	What does their environment look like? What places, people and experiences shape their daily life? What do they see in the media? What opportunities or threats do they perceive?	
What do they think and feel?	What are their main worries, hopes, fears or dilemmas? What motivates or discourages them? What truly matters to them?	
What do they hear?	What messages do they receive from family, society, the media, authorities or friends? Are there narratives that affect them emotionally?	
What do they say and do?	How do they behave around others? How do they present themselves publicly? What do they say about their situation?	
PAIN (Challenges)	What obstacles do they encounter? What causes frustration or anxiety? Do they experience discrimination?	
GAIN (Needs/aspirations)	What are their most urgent needs? What are they hoping to achieve? How do they define success or improvement?	

STEP 3: Sharing the Empathy Maps

Students briefly present their character to the rest of the class, highlighting what they see, feel, experience and need. As the different perspectives are shared, the class collectively creates a record of:

Common themes	Differences
Recurring experiences, emotions or needs.	Differences between the cases

STEP 4. Hierarchy of needs

Briefly introduce Maslow's Hierarchy of Needs, explaining that different levels of need must be met for people to live with dignity and reach their full potential. Students review the empathy map and identify the following for each level:

- Which needs are being met?
- Which needs are unmet or denied?

The levels of needs are:

1. **Physiological:** food, water, shelter, rest and basic healthcare.
2. **Safety:** stability, physical protection, access to rights and essential services.
3. **Belonging:** relationships, community and a recognised identity.
4. **Esteem:** self-esteem, having a voice and opportunities.
5. **Self-actualisation:** aspirations, personal development and active participation.



STEP 5. Discussing and comparing findings

Students share their conclusions in small groups or as a whole class:

- Which levels of need are most affected?
- What prevents these needs from being met?
- What collective actions could help address these needs?

STEP 6. Self-Assessment

Finally, students individually complete the following self-assessment grid by marking their response with an X:

Self-Assessment Rubric				
Statement	Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1
I put myself in the character's place with respect and empathy.				
I have a better understanding of how human needs can go unmet in situations of inequality.				
The case has made me reflect on issues I had not considered before.				
I was able to connect this situation with people or experiences closer to my own life.				
I feel better prepared to understand and assess different realities.				
This activity has encouraged me to think about how I can respond more responsibly to other people's emotions.				
Final Score:	____ / 24 points			



Support measure:

Students are provided with a bank of emotions and feelings to support them while they work on the Empathy Map. This resource acts as a guide to help them name complex emotions (fear, hope, frustration, relief, loneliness, dignity, etc.) and connect them with the character's situation.

Bank of emotions and feelings for the Empathy Map

What do they see? (surroundings, context, opportunities, threats)

- **Possible emotions:** surprise, curiosity, admiration, confusion, fear, uncertainty, excitement, distrust.

Examples:

- Seeing unfamiliar surroundings may create uncertainty or unease.
- Seeing people offering support may inspire hope or reassurance.
- Seeing violence, borders or rejection may cause fear or discouragement.

What do they think and feel? (concerns, dreams, fears, values)

- **Concerns:** anxiety, worry, homesickness, sadness.
- **Dreams:** hope, excitement, confidence, determination.
- **Fears:** distress, vulnerability, feeling unprotected, hopelessness.
- **Values:** gratitude, dignity, respect, solidarity.

What do they hear? (family, society, media, authorities, friends)

- **Positive messages:** support, encouragement, recognition → feelings of security, pride or hope.
- **Negative messages:** rumours, prejudice, discrimination → feelings of anger, shame, powerlessness or rejection.

What do they say and do? (behaviours, outward attitudes)

- **Assertive:** asking for help, sharing experiences → confidence, empowerment.
- **Defensive:** silence, withdrawal, distrust → fear, shyness.
- **Collaborative: cooperating, helping** → solidarity, optimism.

PAIN (Challenges): Negative feelings associated with obstacles: frustration, powerlessness, fear, anger, tiredness, hopelessness, shame, loneliness.

Examples of situations:

- **Bureaucratic obstacles** → powerlessness.
- **Discrimination or prejudice** → anger or sadness.
- **Lack of basic resources** → distress, desperation.

GAIN (Needs/aspirations): Positive emotions associated with overcoming difficulties and pursuing aspirations: hope, excitement, pride, confidence, motivation, relief.

Examples of needs:

- Basic needs being met → security, peace of mind.
- Feeling accepted → recognition, sense of belonging.
- Having a future and opportunities → optimism, determination.



Extension activities

Individually or in pairs, students add a second perspective based on adapted accounts and identify: one point the perspectives have in common, one genuine difference or tension, one potential misunderstanding and one specific 'bridge to understanding' (a gesture, action or piece of information that could prevent it).

Resources for the second perspective:

RESOURCE 5:**The story of Daniel Ortega, a social educator working in residential care centres (adapted for classroom use)**

Daniel Ortega is a social educator at a residential educational care centre (CRAE), where more than forty children and young people live. He explains that the situation is extremely complex and often challenging, but rather than putting him off, this has motivated him to dedicate his career, and even his academic research, to the field. Since 2011, he has been working on a doctoral thesis on educational and criminal justice responses to child-to-parent violence. He is openly critical of the current system. He believes that CRAEs, as they currently operate, should cease to exist and argues that they should have fewer places and be replaced by smaller, more integrated settings accommodating no more than ten children.

Day-to-day life at the CRAE is intense and full of challenges. In his view, these challenges have a number of underlying causes. Many of the children have experienced violence within their families. He recalls having lunch with nine children, four of whom said they had experienced or witnessed domestic violence. Others react with anger because of the frustration of living in a CRAE, particularly when siblings are separated and younger children are placed with foster families while older siblings have to remain at the centre until they reach adulthood. Ortega argues that the system gives parents more opportunities than it gives children, which causes considerable frustration. According to him, the most serious problem is overcrowding: children as young as three live in the same centre as 16-year-olds. This makes it impossible to provide intensive, individualised support. He himself is the key worker for five children and has responsibility for ten, overseeing their health, emotional, educational and social needs.

Ortega argues that new centres should be small homes integrated into local neighbourhoods, without stigma, and that children should have access to more grants and opportunities. He criticises the fact that CRAEs currently depend too heavily on the type of organization running them, whether the public administration, religious foundations or cooperatives, resulting in enormous differences in resources and staff-to-child ratios.

Despite the challenges, Ortega remains optimistic. He values coordination with social organizations, but regrets the lack of preventive intervention and the fact that children enter the system too late: by the time they arrive at a CRAE, their situations have often become deeply entrenched. He calls for greater investment in social services, schools, youth and leisure organizations, and foster families because, as he puts it, 'by the time children arrive at the centre, things have often already gone too far'. Nevertheless, Daniel does not shy away from the challenges: he smiles as he calls for a fairer, more humane system that is more responsive to the needs of vulnerable children.

Adapted from Domènech, Soldevila, & Allué (2017): "Els CRAE tal com són avui haurien de deixar d'existir" ('CRAE centres as they are today should cease to exist'). Social.cat. <https://www.social.cat/entrevista/6623/els-crae-tal-com-son-avui-haurien-de-deixar-dexistir>

RESOURCE 6:**Vicky's story, activist with the Regularización Ya platform (adapted for classroom use)**

Vicky, an activist with the Regularización Ya platform, has expressed concern about the entry into force of the new Immigration Regulations. Although the government has presented it as the 'most ambitious and comprehensive' reform of the past thirteen years, Vicky considers it a 'smoke-screen'. According to Vicky, while there is talk of the future regularisation of 470,000 migrants, the current reform has already left around 275,000 people without regular status, forcing them to stop working.

From her perspective, the reform fails to address the circumstances of many groups, including asylum-seekers who have withdrawn their applications, people who normally live in Spain but are not registered as residents, and migrants who are unable to obtain documentation from their country of origin. For this reason, Vicky and her platform insist on the need for immediate regularisation without exclusions, taking into account those in the most vulnerable situations.

Although the new regulations introduce measures designed to facilitate labour market and social integration, such as reducing administrative procedures, consolidating family permits and introducing greater flexibility for international students, Vicky warns that immigration offices are completely overwhelmed. They are currently operating with outdated staffing levels, with 30% of positions unfilled, making it impossible to guarantee adequate support for migrants. Trade unions have already warned that without urgent additional staffing, the system could face a serious collapse, affecting access to fundamental rights such as healthcare, education and employment.

Ultimately, the government must acknowledge the shortcomings of the reform and take action based on human rights and the genuine inclusion of all migrants, rather than relying on bureaucratic or symbolic measures.

Adapted from: [Social.cat. \(2025, 20 May\). El Govern espanyol planteja la regularització de les persones migrants que es troben a l'Estat \(The Spanish Government proposes regularizing migrants living in Spain\). Social.cat.](#)

RESOURCE 7:**Juan's story, age 15, La Palma (created for classroom use)**

Juan was just fifteen when the volcano began spewing lava. That Sunday in September, he was playing video games in the living room when his father received a message on his phone: 'We have to leave. Now.' Within minutes, the streets were filled with cars and sirens. Black smoke rose behind the mountain, and the air smelt of sulphur.

Their house disappeared beneath the lava that same night. The following day, when they saw the images on television, Juan cried silently. He felt as though a part of him had been torn away. 'Where will we go back to now?' he wondered. There was no answer. For weeks, the family lived in a sports hall, sleeping on mattresses on the floor and sharing showers and dining areas with other local residents. Juan felt lost: he had no space of his own and struggled to concentrate on his schoolwork because all he could think about was that he did not even have a desk to write at.

Finding somewhere to live was a long and desperate process. Suddenly, there was nowhere available to live on La Palma: properties were either occupied by other evacuated families or rents had risen. Eventually, family friends offered them a small flat. Juan had to share a bedroom with his two younger siblings and, although he complained about the lack of space, he knew they were fortunate.

The hardest part was accepting that they would never return to their old home. His parents told him they would start again from scratch, but he felt angry and sad. The football pitch where he used to train was covered in ash, and many of his friends had moved to other towns or islands.

Now, almost two years later, he is still living in rented accommodation with his family, waiting for financial assistance to build a new home. Despite the uncertainty, Juan has learned that a home is not always a place, but the people with whom you share the journey. When someone asks him what he remembers about those days, he says quietly:

'The worst thing wasn't losing the house, but losing the feeling that everything was safe. Now I know that nothing lasts forever, but I also know that we can start again.'

Inspired by accounts from people affected by the volcanic eruption on La Palma (Niño & Velasco, 2021): Las historias tras el drama en La Palma: ["La lava la ha engullido mi casa, no hay palabras para definirlo"](#) (The stories behind the tragedy in La Palma: ["The lava has swallowed up my home. There are no words to describe it."](#)). Huffington Post. (Niño, E., & Velasco, M., 21 September 2021).

Opportunity to consult the teacher

The teacher can answer students' questions during the session, but students can also request a tutorial.





PROCEDURE:

STEP 1. Introducing a complex global issue

The teacher presents a resource (story, photograph, article, news item, etc.) that is meaningful to students and connects with the current context.

Resource 1: Migrants in the Balearic Islands

The large-scale arrival of migrants in the Balearic Islands has recently become a logistical challenge (3cat.cat, 2024).

[600 migrants in three days: the Balearic Islands adapt to the arrival of small boats](#)

As a class, students reflect on the following questions to draw out their prior knowledge:

- Why is it important to analyse this issue?
- Which people or groups are involved?
- What makes it "complex"?

The resource is followed by a second one that provides further information on the complex global issue, allowing students to begin placing it in context:

Resource 2: The Western Mediterranean Migration Route

The Western Mediterranean migration route is a migration route to Europe that leads mainly to mainland Spain, the Balearic Islands and the autonomous cities of Ceuta and Melilla. According to the Council of the European Union, the route includes both irregular arrivals by sea to mainland Spain and land crossings into Ceuta and Melilla. In 2018, it was the most widely used route to Europe. The International Organization for Migration (IOM) reports that arrivals in Spain reached a recent peak of 62,991 that year. From 2019 onwards, arrivals steadily declined due to a combination of factors, particularly increased border controls in Morocco, closer cooperation between Morocco, Spain and the European Union, and the effects of the COVID-19 pandemic (Council of the European Union, n.d.; International Organization for Migration [IOM], 2025).

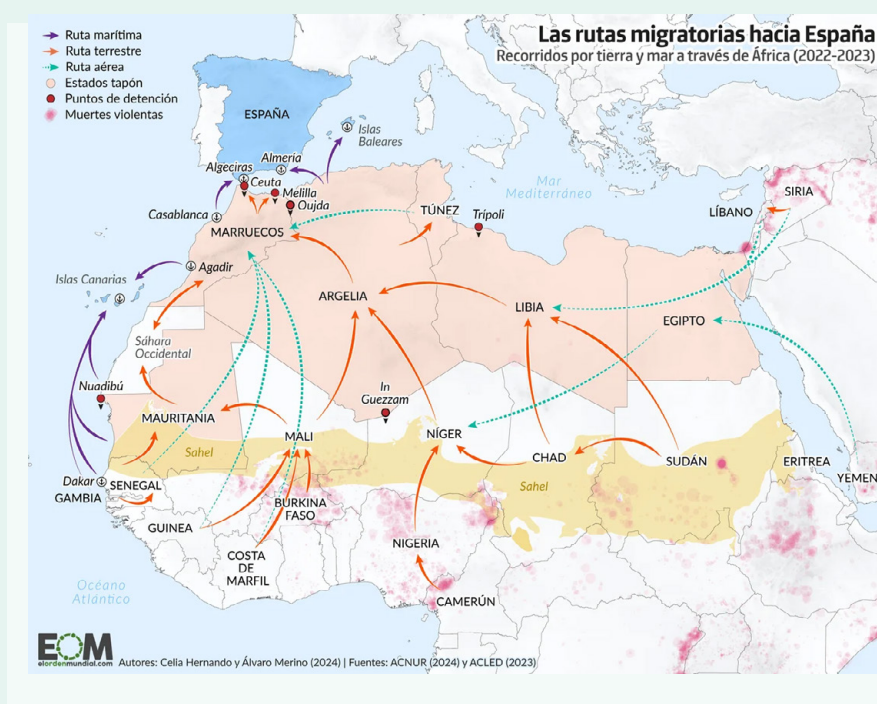


Figure 1. Migration routes to Spain, 2022–2023.

Source: Hernando and Merino (2024), El Orden Mundial, based on data from UNHCR (2024) and ACLED (2023). CC BY-NC-ND. Reproduced without modification.

Geographically, the route connects north-west Africa with southern and eastern Spain. Migrants and refugees travel along the route in different ways: overland, attempting to enter Ceuta and Melilla, or by sea, crossing the Alboran Sea or the Strait of Gibraltar to reach the Iberian Peninsula or the Balearic Islands. Although Morocco has historically been a key transit and departure point, in 2025 there was a clear shift towards Algeria as the main point of departure. According to Frontex, in the first ten months of 2025, more than 75% of the people detected on this route had departed from Algeria, with Algerians and Moroccans the most common nationalities. Similarly, the Mixed Migration Centre reports that Algeria accounted for approximately 75% of departures that year, a much higher proportion than in 2024 (Frontex, 2025; Mixed Migration Centre, 2026).

In terms of arrival numbers, UNHCR recorded 18,987 arrivals along the Western Mediterranean Route between 1 January and 31 December 2025, 11% more than the previous year. This figure includes arrivals in mainland Spain, the Balearic Islands, Ceuta and Melilla. This increase contrasts with the decline recorded on the Atlantic route to the Canary Islands, bringing the Western Mediterranean Route back to greater prominence among migration routes to Spain (UNHCR, 2026).

The Balearic Islands also continued to account for a growing share of arrivals along this route. According to the Mixed Migration Centre, 7,321 migrants and refugees arrived there in 2025, 22% more than in 2024 (Mixed Migration Centre, 2026).

In terms of the profile of people using the route, UNHCR data show that in 2025 the main countries of origin were Algeria (10,375; 54%), Morocco (3,551; 18%), Somalia (1,593; 8%), Mali (1,133; 6%), Guinea (919; 5%) and Sudan (514; 3%). Smaller proportions also came from Burkina Faso, Côte d'Ivoire, Nigeria and Cameroon. These figures show that although the route continues to be closely associated with people from Algeria and Morocco, it is also used by people from West Africa, the Sahel and the Horn of Africa (UNHCR, 2026; Mixed Migration Centre, 2026).

There are a range of factors driving migration along this route. Recent literature points to a combination of economic factors, insecurity, violence, political instability and a lack of opportunities or services, with variations depending on nationality and the circumstances in the country of departure. The Mixed Migration Centre notes that in many cases, the main drivers of displacement are violence, insecurity and conflict, often combined with economic factors and a lack of prospects for the future. For some groups, particularly people from Morocco or The Gambia, economic factors play an especially significant role. UNHCR has also documented that a significant proportion of new arrivals in Spain report having left their country because of violence and insecurity, particularly those coming from contexts affected by conflict or severe instability (Mixed Migration Centre, 2025; UNHCR, 2024).

Finally, this route involves significant risks. In addition to the difficulties of the journey itself, people face adverse weather conditions, unsafe vessels and the risk of interception. As a result, a significant number of deaths and disappearances continue to be recorded. According to the Mixed Migration Centre, based on data from the IOM Missing Migrants Project, 240 deaths or disappearances were recorded along the Western Mediterranean Route in 2025, although the actual figure may be higher due to difficulties in monitoring and under-reporting (Mixed Migration Centre, 2026).

References:

- Council of the European Union. (n.d.). Migration flows on the Western routes.
- Frontex. (2025, November 12). EU external borders: Irregular crossings fall 22% in the first 10 months of 2025.
- International Organization for Migration. (2025, April 5). Global overview of migration routes: January – April 2025.
- Mixed Migration Centre. (2026, February 5). Quarterly Mixed Migration Update: North Africa. Quarter 4 – 2025.
- United Nations High Commissioner for Refugees. (2026, February 9). Spain sea and land arrivals: Dec 2025.
- Hernando, C., & Merino, Á. (2024). Las rutas migratorias hacia España: recorridos por tierra y mar a través de África (2022–2023) (Migration routes to Spain: journeys by land and sea through Africa (2022–2023)). El Orden Mundial.

Most common nationalities of arrivals: Western Mediterranean (Jan - Dec 2025)

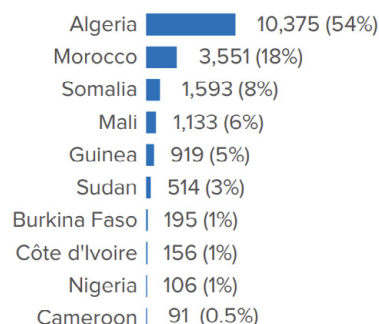


Figure 2. Most common nationalities among arrivals via the Western Mediterranean Route, January–December 2025.

Source: reproduced from UNHCR (2026), Spain Sea and Land Arrivals: Dec 2025. UNHCR data; nationalities based on publicly available Frontex data.

STEP 2. Breaking the issue into chunks

Working in small groups, students identify and divide the issue into five key chunks, which may represent causes, consequences, stakeholders, responses or dilemmas. They then analyse each part separately before considering the situation or phenomenon as a whole.

Key chunks:

- **Causes:** Which contextual factors (economic, political, environmental, repression, etc.) are driving these arrivals?
- **Stakeholders:** Who is involved in the situation? (Migrants, rescue organizations, local authorities, the media, civil society, etc.)
- **Consequences:** What are the immediate impacts? (Pressure on reception systems, social tensions, etc.)
- **Local and political responses:** What measures are being taken to address the situation?
- **Ethical and political dilemmas:** Which conflicts or controversies arise? (For example, solidarity vs. local division, security vs. human rights.)

Guiding questions:

- If you had to explain this issue to someone else, how would you divide it into chunks?
- Which parts or aspects make up the issue?
- Which chunks have the most information available?
- Which raise the most questions?
- Is this chunk a cause, a consequence or a response?

STEP 3. Analysing each chunk

Each group member is assigned one chunk to analyse individually in their **workbook** using the **Chunk Analysis Table**. Students may use a range of resources (texts, graphs, news reports, data, videos, etc.) to understand what each chunk represents, what its implications are and how it connects to the broader global issue.

Before they begin, however, the teacher provides the Guide to working with migrant children produced by the Council of Mallorca (2023) ([Guide to working with migrant children, Mallorcan Institute of Social Affairs, 2023, pp. 11-25](#)) and asks students to extract relevant information about their chunk and supplement it with data or evidence from at least two additional sources.

Chunk Analysis Table	
Description of the chunk	What does this chunk represent? How important is it within the topic being explored?
Relevant data and examples (at least 2 alternative sources)	What sources, data or evidence can help you better understand this chunk?
Stakeholders and power relationships	Which groups, communities or institutions are connected to this chunk? Are there any inequalities, privileges or power dynamics associated with it? Who benefits, and who is disadvantaged?
Type of chunk	Within the issue being analysed, is this chunk a cause, a consequence or a response?
Tensions and dilemmas	Are there any dilemmas, tensions or contradictions associated with this chunk?



STEP 4. Categorizing the information

For each source consulted, students complete the Information log, taking the following points into account:

INFORMATION LOG	
Category	Description
Website name	Name of the website or platform where the information was found.
URL	Full web address of the page consulted.
Author	Name of the person, institution or organization responsible for the content.
Last updated	Publication date or most recent revision of the source (where available).
Selected information	Extracts, key ideas, data or conclusions selected for the study.

STEP 5. Validating the source

Once they have gathered the relevant information, students reflect on the reliability and purpose of the information using the Comparison and Validation Grid, then share their findings with a classmate.

VALIDATION GRID				
Question	Source A		Source B	
Is the authorship clear and reliable?	YES	NO	YES	NO
Is the information recent?	YES	NO	YES	NO
Does the source present objective data or only opinions?	YES	NO	YES	NO
Is the language neutral or biased?	YES	NO	YES	NO
Can you identify any ideological bias?	YES	NO	YES	NO
Are any voices or perspectives missing?	YES	NO	YES	NO

STEP 6. Connecting the chunks

Once each chunk has been analysed, group members share the information they have gathered individually and create cards for each element identified. The group then works together to establish connections between the different elements on a relationship map and answers the following questions in their Portfolio:

- How are these chunks connected?
- Which chunk causes another?
- Which chunk is a consequence of another?
- Were there any connections we had not considered? Are there any contradictions or tensions between the chunks?
- What is the global–local relationship?
- What conclusions can we draw from the situation explored?



UNIVERSAL MEASURES:

Support measure:

Measure 1:

The teacher provides an adapted and simplified summary of the Guide to working with migrant children (Mallorcan Institute of Social Affairs, 2023, pp. 11–25). This summary covers the key information on migration routes to the Balearic Islands, the reasons that drive children and young people to migrate and the main difficulties they encounter during the reception process:

Adapted from: Guide to working with migrant children Mallorcan Institute of Social Affairs, 2023, pp. 19–25. Adapted for educational use.

Statistical data

To understand the situation of migrant children and young people in Mallorca, it is essential to begin by looking at the data. The figures not only show the scale of the situation, but also help identify trends, profiles and needs. This section of the guide provides statistics for Spain as a whole as well as specific data for Mallorca, helping to place arrivals in context.

- Statistics for Spain:** At national level, Spain is one of the main points of entry for migrant children and young people arriving without family members. The data show that the number of unaccompanied minors (MENA) has steadily increased in recent years, with variations depending on political, economic and security-related factors in countries of origin and along migration routes. Most minors arrive by sea, in small boats that leave the North African coast and arrive in the Canary Islands, Andalusia, Murcia, Valencia and the Balearic Islands. Others enter through the land borders at Ceuta and Melilla. There are complex reasons behind these arrivals: many young people leave in search of employment opportunities or to escape poverty, repression, or conflict. The statistics also show that Spain's geographical location makes it a key territory within the Mediterranean region. It is also important to remember that for many of these young people, Spain is not their intended final destination, as they hope to reach other European countries. Nevertheless, it is the Spanish child protection system that is responsible for their reception and care.
- Statistics for Mallorca:** Looking specifically at Mallorca, the data show that the island has become an increasingly important point along the migration route. Its geographical location, relatively close to the Algerian coast, makes it accessible to small boats, although the journey is extremely dangerous.
- Arrivals in Mallorca in recent years:** The number of young migrants arriving in Mallorca has increased considerably in recent years. There have been periods with particularly high peaks, with dozens of small boats arriving within just a few days and putting reception capacity under considerable pressure. Arrivals are irregular and often occur in large numbers, making it difficult to plan the resources required. Overall, the trend is upwards, showing that the Balearic Islands are now one of the most active points of entry into Spain.
- Countries of origin:** In terms of countries of origin, the vast majority come from Algeria, followed by Morocco. There are also young people from other sub-Saharan African countries, although in smaller proportions. This distribution reflects both the geographical proximity of the North African coast and the inequalities and conflicts affecting these countries.
- Gender:** The statistics show a clear predominance of boys, particularly those aged between 15 and 17. However, the number of girls is gradually increasing. They often face greater vulnerability, as they may be at risk of gender-based violence, exploitation, or trafficking. This increase in the number of girls means that reception services need to be adapted to their specific needs.
- Age on arrival:** Most minors arrive when they are between 15 and 17 years old. Although they are approaching adulthood, they are entitled to protection as minors until they turn 18. There are also cases involving younger adolescents, including 12- and 13-year-olds, although these are less common. Age is a key factor, as it determines the type of reception arrangements provided, the length of time they are entitled to protection, and their options for integration into education and employment.
- Documentation:** Another significant issue is the lack of identification documents. Many young people arrive without a passport or any other legal documentation confirming their identity or age. This creates difficulties on both sides: the authorities need to verify their details and establish appropriate protection measures, while the young person may be left in legal limbo, often for months. This lack of documentation can increase their vulnerability and expose them to further risks.

The main migration route to Mallorca

Migration to Mallorca is not an isolated or unplanned process, but forms part of an established migration route. The route mainly connects the northern coast of Algeria with the Balearic Islands, although people also travel from other countries in the region, including Morocco and, less frequently, countries in sub-Saharan Africa.

Mallorca is not chosen as a destination by chance. Its geographical proximity to Algeria means that the crossing is relatively short compared with other Mediterranean routes, although it remains extremely dangerous. The



boats used, commonly known as *pateras*, tend to be small, fragile and unsuitable for sea crossings, meaning that there is a constant risk of shipwreck.

It is also important to bear in mind that these journeys are not always undertaken independently. In many cases, trafficking networks or intermediaries organize departures in exchange for money, taking advantage of the vulnerability and hopes of young people and their families.

Why do young people migrate?

Children and young people undertake these dangerous journeys for a range of interconnected reasons. Recent data and testimonies point to three main areas of origin: Algeria, Morocco and sub-Saharan Africa, with different circumstances shaping migration from each.

• Algeria

Algeria is by far the main country of origin for young people arriving in Mallorca. Its geographical proximity to the archipelago makes it the most common point of departure. Many of these young people live in disadvantaged neighbourhoods or rural areas where employment and educational opportunities are very limited. A lack of jobs and prospects for the future is one of the main reasons they leave. In many cases, these adolescents feel that even if they study or work, they will have little chance of becoming independent or building a decent future in their country.

Political and social instability is another important factor. Algeria has experienced periods of protest and repression that directly affect young people. Many feel that they have no voice or opportunity to participate in society. There are also significant inequalities within the country, with urban areas offering greater opportunities while many rural and disadvantaged areas are largely overlooked.

The desire to 'go to Europe' is also fuelled by an idealised image of a better life shared among peers and on social media. Although the reality often fails to match these expectations, the perception of Europe as a land of opportunity remains a powerful motivation.

• Morocco

Morocco is the second most common country of origin among young migrants. The factors involved are similar to those in Algeria, although there are some differences. Many Moroccan adolescents migrate for economic reasons. A lack of jobs and insecure employment, particularly in rural areas, make migration a way of helping their families. Family expectations can play a significant role: many parents see the child who leaves as a source of hope for the whole family, as they may be able to send money home if they find work in Europe. There are also significant regional inequalities in Morocco. While larger cities offer more opportunities, many rural areas have very limited access to basic services and few prospects for the future.

Another factor is social pressure and expectations surrounding masculinity: many Moroccan boys feel that they need to demonstrate courage and their ability to 'succeed' abroad. Girls who migrate, by contrast, often do so in more difficult circumstances, fleeing family or gender-based violence, or with the support of networks that may put them at risk of exploitation.

• Sub-Saharan Africa

Although they account for a smaller proportion of arrivals, some young people also come from countries in sub-Saharan Africa. Their journeys are particularly difficult, as they are much longer and more dangerous. Many of these adolescents have had to cross deserts and several countries before reaching North Africa. These journeys can take years, during which they may be exposed to violence, labour exploitation and, in many cases, human trafficking. By the time they reach Algeria or Morocco, they are often in situations of extreme vulnerability, without resources or support networks.

Their reasons for migrating are varied and include armed conflict, political persecution, extreme poverty and the effects of climate change, such as drought, crop failure and water shortages. For these young people, reaching Spain, even in extremely difficult circumstances, represents the possibility of survival and a future.

Conclusions:

The migration route to Mallorca is therefore shaped by a combination of geographical proximity, structural inequalities and a lack of opportunities in countries of origin. The young people who arrive do so in situations of considerable vulnerability, but also with a strong determination and hope of improving their own lives and those of their families. Understanding this migration route means looking not only at the data and percentages, but also listening to the personal stories behind each journey. This helps us see that these are not simply numbers, but human lives filled with hopes, challenges and courage.

Extension activities

As an extension, students work individually or in small groups to find information about another migration route to Spain, such as the routes to the Canary Islands or Ceuta/Melilla, and compare it with the route to the Balearic Islands, identifying one key similarity and one key difference.

Opportunity to consult the teacher

The teacher can answer students' questions during the session, but students can also request a tutorial.

Activity

4

Creating an infographic



PROCEDURE:

STEP 1. Creating an infographic

In this activity, students create an infographic that brings together the knowledge developed in the Finding out more activity. The infographic helps students communicate what they have learned and identify possible actions for the future.

Recap: What is an infographic?

An infographic is an expository multimodal text that combines words, images and data to explain a complex topic quickly and clearly to a specific audience.

Guiding questions:

- How can you represent these connections clearly?
- What would you like someone viewing your infographic to understand?
- How can you represent the balance or tension between the different chunks?
- What title would you give your infographic?

Parts and conventions: Resources: [Infographic](#)

- Informative title (brief and precise) and, optionally, a subtitle or guiding question.
- Content sections with short headings and concise sentences.
- Final message.
- Charts and graphics (bar charts, line graphs, maps, icons) with a title, units and source.
- Visual hierarchy (font, size, colour), cohesion (consistent use of icons and colour palette) and source citations.
- Inclusive language and a register appropriate for the school community.

Tools for creating the infographic: [Infogram](#), [Piktochart](#), [Genial.ly](#), [Canva](#), [Easel.ly](#), [Visme](#)

UNIVERSAL MEASURES:

Support measure:

To make it easier for students to create the infographic on forced displacement, they are provided with a pre-designed Canva template ([Annex 2](#)). The template helps them organize the information visually and in a structured way, with separate sections for the title, causes, consequences, actors involved, relevant data and final message.

GO TO ANNEX 2

**Extension activities**

Once students have created the infographic digitally (for example, using Canva, Genially, or Google Slides), they generate a QR code that links directly to their work. The code can be added to the classroom display or printed on cards for distribution. This allows classmates, teachers, or family members to scan it with their phones and access the infographic. This extension activity provides an interactive way to share and disseminate their work, while also encouraging the use of digital resources and communication with the wider community.

Students can use Canva: https://www.canva.com/es_es/generar-codigo-qr/

Opportunity to consult the teacher

The teacher can answer students' questions during the session, but students can also request a tutorial.



PROCEDURE:

STEP 1. Identifying a global or local issue

Students brainstorm ideas based on the key elements presented in the infographic about the situation analysed. The teacher guides them in turning their initial impressions into a precise statement describing verifiable facts or behaviours.

"At [location/context][observable situation] **is happening** and this affects [target group] because [main consequences]".

STEP 2. Visualising the change we want to see

In small groups, students write 2–3 sentences describing the change they would like to achieve, using the following format:

- **From...:** the current situation explored
- **To...:** the desired situation
- **Example:** "From the situation explored to _____."

Guiding questions:

- Who needs to change what?
- In what behaviours, attitudes or knowledge would this change become visible?
- How will we know we have achieved it?

STEP 3. Analysing why this change has not yet happened

Students brainstorm the real barriers (social, educational, cultural, cognitive, etc.) that maintain the issue or situation and categorize them as follows:

- **Informational/cognitive** (lack of knowledge, rumours, misinformation)
- **Cultural/attitudinal** (stereotypes, deeply rooted habits, fear of rejection)
- **Structural/organizational** (lack of time, absence of rules, insufficient spaces or resources)

Each group selects the two or three barriers whose removal or reduction would most effectively support the desired change and briefly explains why they should be considered priorities in the following table:

Barrier Table		
Identified barriers	Type of barrier	Reason for prioritisation
Barrier 1		
Barrier 2		
Barrier 3		

STEP 4. Proposing educational actions to transform reality

Students then design specific actions or interventions that link each identified barrier to the desired change.

Change – Barrier – Action Table		
Desired change	Identified barriers	Proposed action
From misinformation to awareness of forced migration		Podcast featuring testimonies from refugees
From emotional disconnection to empathy		Creation of a visual mural featuring local stories



STEP 5. Evaluating the expected impact of each action

Working in groups, students assign traffic light colours (red, amber and green) and briefly justify their choices.

Traffic light system:

-  **Red:** Has the potential to bring about real transformation or action
-  **Amber:** Provides knowledge and encourages reflection
-  **Green:** Creates an emotional connection and raises awareness

Traffic Light System Table:

Traffic Light System Table		
Proposed action	Traffic light system	Justification
Action 1.	 Red  Green	
Action 2.	 Amber  Green	
Action 3.	 Green	

Based on this evaluation, students select the action that receives the highest number of traffic light colours.

UNIVERSAL MEASURES:**Support measure:**

A bank of specific educational actions related to forced displacement that can be carried out at school and are feasible, transformative and connected with the school community and the surrounding area.

Education Activities Idea Bank		
1. Awareness-raising and learning activities  Collaborative exhibition  Series of personal accounts  Intercultural book club  Critical film forum	2. Student participation and expression activities  Online infographics  Theatre performance  Social media campaigns to challenge stereotypes	3. Commitment and solidarity activities  Intercultural co-creation event  Collaboration with organizations  Community activities

Extension activities

The teacher asks students to conduct a brief search for real-world examples of good practice, either local or global, related to the topic being studied (educational campaigns, community projects, or social initiatives that have had an impact on social justice and community cohesion).

Opportunity to consult the teacher

The teacher can answer students' questions during the session, but students can also request a tutorial.



PROCEDURE:

STEP 1. Informing students from the outset

Before assigning the task, the teacher explains that, as part of the assessment, each student will keep a record of the steps they follow while completing it, including:

- The sequence of steps
- The approximate time spent on each stage
- The difficulties encountered and how they addressed them
- Proposed improvements based on the learning experience

STEP 2. Providing instructions and examples

The teacher provides a process analysis template that students can use to record information in a structured way (e.g. in a table, as numbered steps, or in short sentences). The teacher specifies the approximate length of the text (e.g. between 5 and 10 sentences), and provides an example of a completed response.

Recording Template

Name of task:

Date:

- What was the first step you took to begin this educational activity?
- What other steps did you follow to complete the activity? How did you connect the local information with the global context and the actors involved?
- Approximately how much time did you spend on each stage of the activity? How did you organize your time?
- What difficulties did you encounter while completing the action? Did they affect the final outcome?
- What did you do to overcome these obstacles? How did you evaluate your decisions, and what short- and long-term impacts did they have?
- What was it like working with other people? How did you incorporate different perspectives, and how did you use inclusive and respectful language?
- What would you improve about the way you worked if you were to repeat the educational activity? What suggestions did you make to improve participation and the impact of the activity?
- How has this educational activity helped you better understand the relationship between local and global situations? How has it prepared you to contribute to positive and fair change in your local environment? (120–150 words)

Students submit their process analysis once they have completed the task.

UNIVERSAL MEASURES:**Opportunity to consult the teacher**

The teacher can answer students' questions during the session, but students can also request a tutorial.



DEVELOPMENT ACTIVITIES: Activity 2: Exploring perspectives

EVALUATION

ASSESSMENT FOR LEARNING RUBRIC FOR THE EMPATHY MAP

ASSESSMENT CRITERIA	AT-RISK	INITIAL	DEVELOPING	PROFICIENT	TRANSFORMATIVE
B1.1. Gather, select and synthesise relevant information about migrants in Spain in a critical, ethical and structured way.	Selects extracts and data indiscriminately from the adapted accounts of migrants without identifying key concepts. Reproduces direct quotations without any reformulation or internal organization and does not relate the information to its sociohistorical context.	Identifies some of the main arguments in the adapted accounts of migrants but retains superfluous information. Makes limited use of paraphrasing, and there is little cohesion between ideas, with no clear progression or consideration of ethical aspects.	Classifies and condenses relevant elements (key concepts and essential statistics) from the adapted accounts of migrants according to basic criteria for prioritising information. Paraphrases in their own words and organizes the synthesis into thematic sections with basic transitions.	Selects the main arguments and significant data from the adapted accounts of migrants according to the explicit criteria set out in the activity. Produces a synthesis in their own words, structured into thematic subsections with clear transitions and a coherent thread, and places the content in context from an ethical perspective.	Accurately integrates key concepts, relevant data and the main arguments from the adapted accounts of migrants in a coherent way. Reformulates the information in an original way, structures the synthesis around a clear and coherent thread, and links each element to its ethical dimension and context.
B1.4. Relate local situations, actors and issues associated with current migration to global processes in order to identify causes, consequences and interdependencies.	Describes the situations presented in the adapted accounts of migrants in isolation, without establishing any connections between them. Presents a fragmented view in which actors, events or issues are treated as separate elements, without considering causes, consequences or interdependencies.	Recognises basic relationships in the adapted accounts of migrants, but only superficially or in general terms, without exploring the underlying causes or consequences. Does not identify clear interdependencies.	Relates situations actors and issues associated with the situations described in the adapted accounts of migrants, clearly identifying their causes and consequences. Begins to identify economic, social, environmental or political interdependencies, showing a more structured understanding of the context.	Analyses the relationships between local actors and global issues in depth, explaining multiple causes, consequences and interdependencies (economic, social, cultural and environmental) associated with the situations described in the adapted accounts of migrants. Integrates different factors and perspectives into the analysis, taking a systemic perspective.	Provides a critical and systemic analysis of interdependencies in the situations described in the adapted accounts of migrants, highlighting inequalities, unequal impacts and shared responsibilities. Highlights the power structures and flows of resources and ideas that shape these interdependencies, taking an ethical and ecosocially responsible perspective.
B3.2. Identify and use inclusive language clearly and respectfully, avoiding discriminatory or stigmatising expressions in relation to current forced displacement.	Uses language that may be discriminatory, stigmatising, or offensive when referring to the situations described in the adapted accounts of migrants, whether consciously or unconsciously. Shows no awareness of the social and emotional impact of the language used, contributing to the perpetuation of stereotypes or exclusionary narratives.	Avoids openly discriminatory expressions or terms but does not consistently apply principles of inclusion or respect for diversity when referring to the situations described in the adapted accounts of migrants. Shows limited awareness of how language affects dignity and representation of diverse groups.	Uses generally inclusive, clear and respectful language, avoiding discriminatory or stigmatising expressions when referring to the situations described in the adapted accounts of migrants. Begins to review and adjust their language to reflect gender, cultural, ethnic and other forms of diversity, applying basic principles of equity and communicative justice.	Consistently uses inclusive language clearly and respectfully, adapting it to the needs and characteristics of the people or groups they interact with when referring to the situations described in the adapted accounts of migrants. Demonstrates critical awareness of the role of language in shaping social reality and representing diversity, avoiding stereotypes and exclusionary narratives.	Uses inclusive, clear and respectful language in an intentional and proactive way when referring to the situations described in the adapted accounts of migrants, not only avoiding discriminatory expressions, but actively promoting narratives that dignify, make visible and empower historically marginalised groups. Introduces language, references and communicative practices that contribute to transforming social relationships from an ethical and critical perspective.

TREE CROWN (ALTERNATIVES)



ROOTS (CAUSES)

TRUNK (EFFECTS)

Creating an infographic

[BACK TO THE ACTIVITY](#)


Informative title (brief and precise):

Subtitle or guiding question:



Causes:

1

Consequences:

2

Stakeholders:

3

Key data:

Charts and graphics
(bar charts, line
graphs, maps, icons)
with a title, units
and source

4

Local and political responses:

5

FINAL MESSAGE:



6

References:

7

REFUGI 4.7

Educació a favor dels drets de les persones refugiades

This document forms part of the project “Refugi 4.7: Teachers for the right to asylum from a gender perspective (Phase II)”, led by the Catalan Committee for UNHCR (ComCat) in partnership with the University of Lleida (UdL) and funded by the Catalan Agency for Development Cooperation (ACCD) in 2023.

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