

Participatory videos promoting GCE

Project **MigratED: Migrations and human rights enhanced through technology in Education** has disseminated good educational practices on intercultural dialogue, migration and human rights, by training teachers, educators and younger generations on these topics and on the use of digital and multimedia tools.

Young people and the educational community involved in the creation of participatory videos - but also photos and texts and presentations - was the basis for the digital awareness raising campaign promoting a sharing and welcoming culture in 5 European countries - Portugal, Italy, Slovenia, Cyprus and Greece.

As such, from 2018 a group of **MigratED** educators and teachers worked with their students, with the main objective to promote awareness and understanding of the so-called **migratory crisis** - that peaked in 2014-15 with thousands of migrants and refugees trying the dangerous crossing of the mediterranean sea.

The objectives of **MigratEd** activities: to promote human rights, to develop social and intercultural competences, to improve critical thinking skills on global issues, and, last but not least, to guide the students through the process of creating a participatory video about migration, asylum-seekers and all the difficult issues around this.



Situation in Portugal

According to the **SEF report 2019**, Portugal has still a very low immigration (4%) rate, even if there was a growth tendency in the last few years. Portugal ageing population urgently needs a renewal and migration can help: migrants contribute to the sustainability of the **social security system** and **local economy** - as recent news and data prove - as well as to a more tolerant and open society.

Fake news blaming migrants for crime, lack of jobs or insecurity are false and propagate prejudices and stereotypes. Civic media literacy tools, non-formal and media education are key for the dismantling of such stereotypes and project **MigratED** invested in such an approach.

In Portugal, 4Change an Lusófona/CICANT worked closely with basic school's and with University students - among the 547 students that worked with their educators, **MigratED** has reached a high percentage of ethnic or migrant background young people that expressed their experience and knowledge on tolerance and inclusion, as well as prejudice and racism in Portugal.

Inclusive education in Portugal has been given legislative and concrete attention, with differentiated results and approaches, in the last decades. An inclusive education strategy determined a progressive end of the Special education schools and other institutions, maintained only for specific and deep disabilities needs: students with ethnic or migrant background have been given the same attention in the regular Formal education system together with what was called 'Special Pedagogic needs'. This referenciation system meant the whole range of children and young people with different degrees of learning difficulties: from disabilities to mild degrees of attention disorder or simply students that are not native Portuguese speakers.

Thus avoiding educational 'ghettos' and preparing the school culture for a better integration of all sorts of students, circa 98,5% of students with some sort of difficulties are now integrated in the regular formal education system. But the scarcity of resources, namely technological, and the lack of adequate training for teachers created difficulties and a less ideal situation.



Sara Caetano, from the Integration and valorisation department of ACM - Migrations High-Commission points that *“the data reflects the reality: migrant origin students have less academic success for a set of different reasons (from language to other access issues) - the Portuguese government is known for its care for integration and schools are more aware for diversity, but there is a long road to walk. Educators have some resistance to change and migrant students need flexibilization and diversification [like the measure to replace 25% of curricula by projects, a change in calendar for seasonal workers families, and other] - the existing support is not sufficient.”*

In the 9 years until the completion of the 2030 agenda and SDG 4 - inclusive, quality and lifelong learning education for all - the road to inclusion still has a lot of bumps. And Portugal, although it is pointed as a reference for SDG 10.7 (Responsible and well-managed migration policies) has still a long way to go to build a more inclusive school and society.

Rights, obligations and difficulties in Portugal

“The Program of the XXI Constitutional Government establishes as one of the priorities for governmental action supporting an inclusive school where each and every one of the students, regardless of their personal and social situation, find answers that enable them to acquire a level of education and training which will enable them to be fully socially integrated.”

The commitment to inclusive education, as defined by UNESCO (2009), as a process aimed at responding to the diversity of pupils' needs through increased participation of all in learning and in the life of the school community, was reiterated by Portugal with the ratification of the Convention on the Rights of Persons with Disabilities - and reaffirmed in the “Lisbon Declaration on Educational Equity”, in July 2015. This commitment also aims to meet the sustainable development objectives of the UN Agenda 2030. (**Decree-Law n° 54/2018, July 6**).

And non-formal education is key to all these: *“Rather, it is sought to ensure that the “Profile of the students at the end of Compulsory Schooling” is reached by all, even if it is through differentiated learning paths that allow each student to progress in the curriculum in a way that ensures their educational success. The present decree-law provides a continuous and integrated approach to the school path of each student, assuring quality throughout all compulsory schooling.”*

Besides this interesting profile created in 2018 by a working group, the Ministry of Education is the main stakeholder of both the National Strategies and Guidelines for **Civic Education** (2016) and **for Development Education** (1st version in 2010) - and even the latest 2020 **Environmental Education** or the guidelines for Media Education from 2014. All these strategies and guidelines are keen into

showing teachers and educators how non-formal education is key for inclusion in education. They also advocate in different ways for an adequate and creative use of technology in education, namely to engage young people but above all, to allow all citizens to participate fully in the lifelong learning and civic processes that are more digitally based.

All these pinpoint to the key factors **4Change** and Universidade Lusófona's teams identified during the 3 years **MigratED** project was implemented with Portuguese basic and secondary schools: inclusion is an intuitive response from students and teachers, that do not have the tools, training and concrete indications of how to make it a reality. Sometimes it is technology and media that come in hand to support inclusion: we can pinpoint the example of a student arriving in October 2019 with Kurdish asylum seeker family and entering one of the classes we were working with. Knowing only some english words, this was a test to both tolerance and translation apps - with smartphones, kids rapidly understood her and in January 2020 she was the main actress in the collective script chosen by the class. In the participatory video produced, the main message is how prejudice, media rumor and fear can cause a person to be judged as a 'terrorist'.

"The key is being flexible in tools, curricula, and calendar" says Sara Caetano, from ACM. Teachers and schools lacking technological resources can make a more inclusive education if these key factors of flexibility and adaptation are the approach adopted.



Proposals and solutions

As in other examples of projects based on the participatory video methodology, the focus is on the process, rather the end result, in which the concept, script and production are made by/with young people. The technical guidelines were kept minimal, to allow basic consistency among the different participatory videos to be produced (ration, maximum duration, size, format).

The participatory videos were the basis of the final web documentary - henceforward **web doc** -, which had as basic principle to consider “migrants and refugees as desk mates”. The web doc is the result of the diversity of young people’s voices, who expressed their perspectives on migration and basic human rights. While due to Covid-19 pandemic was not possible to shoot extra material for this video, the final result is representative of the experience students and teachers had during the months of training and video production, and it can be acknowledged as good example of collaborative work between the different partners of project **MigratED**. The web doc was directed and produced by Marina Oliveto, a Brazilian journalist and 360° video expert, working in Germany and also PhD Media Arts student from University Lusófona.

