

Brief Analysis Report

April 2021

MIGRATED PROJECT - MIGRATIONS
AND HUMAN RIGHTS ENHANCED
THROUGH TECHNOLOGY IN
EDUCATION

*Ways ahead for transformative education:
a common approach for Global Citizenship
Education, green and digital skills*

migratED

MEDIA EDUCATION
FOR HUMAN RIGHTS

INTRODUCTION

In April 2021 the project MigratED - Migrations and human rights enhanced through Technology in Education has reached its closing date after 3 years of activities. Co-funded by the Erasmus+ programme of the European Union, MigratED has aimed to disseminating good educational practices on intercultural dialogue, migrations and human rights among the educational community, to raise awareness towards a sustainable, innovative and inclusive educational system. The project has achieved this objective by promoting the correct use of new multimedia technologies, and critical thinking skills in the digital world – issues that these years, more than ever, are demonstrating their importance.

Led by WeWorld, MigratED has counted on the joint action of a multistakeholder and cross-sectorial partnership, involving nine partners from five EU countries: Italy (Municipality of Bologna - Intercultural Documentation Centre and C.S.A.P.S.A. 2 social cooperative); Portugal (4Change NGDO and Lusófona University - Centre for Research in Applied Communication, Culture and New Technologies); Greece (Action Aid Hellas NGO and KARPOS Centre for education and intercultural communication) Slovenia (SLOGA Association); Cyprus (Future World Centre NGO).

THE PROJECT WITHIN THE 2021 EUROPEAN CONTEXT

The project has proposed educational actions based on the development of both civic and media literacy skills, and it has realised an online communication action and an advocacy campaign on the project topics. The ambition has consisted in the promotion of synergies among these skills, understanding that EU and global citizens need innovative tools to understand the complexity of current societies, and to act in favour of a sustainable and inclusive development. Considering the lifelong dimension of learning processes, MigratED has thus promoted global and digital skills not only to youth but also to teachers, educators, and professionals in education. At the end of 2020, MigratED has been awarded as best practice within the [LifeLongLearningPlatform Award](#) under the category *Learning that empowers – The future of learning*.

The educational sector is addressing a deep crisis, not only for the lack of financial investments but also for the need for a transformation of educational approaches and methodologies, to promote digital, civic, and environmental skills. The COVID-19 pandemic has accentuated these structural problems: according to UNDP data, in 2020, the closure of schools to slow the spread of the virus has affected more than 90 percent of the world's student population, 1.5 billion children and young people. It has had adverse impacts on the digital skills gap that already existed, on inequalities on access to education, also linked to digitalization, as well as on the lack of awareness of global issues among European citizens.

As underlined in the 2020 [EC Communication on achieving the European Education Area by 2025](#), the new EU educational strategy need to be “*based on sustainability, with green and digital transitions as its transformative drivers*”. For this reason, the EU is setting a [European Skills Agenda For Sustainable Competitiveness, Social Fairness And Resilience](#)

Good practices and transferable elements

On April 6th and 7th 2021, the final multi-stakeholder conference of the project has been realised, on occasion of the international day of conscience. By disseminating good practices and challenges emerged during the 3 years of MigratED activities, it has constituted an opportunity to enhance debate and confrontation on complex themes of Global Citizenship Education, Social inclusion and Digital Education among institutions, NGOs, experts, educational actors at European, national and local level. The debates emerged during the three panels of the conference among the speakers involved from all the partner countries, as well as the results and key questions raised from the MigratED actions underline the need of an approach based on a strict interrelation among civic competences, digital skills, social and educational inclusion. In particular, three key learning outcomes have been identified as good practices and transferable elements:

Promotion of global competences and digital skills lifelong

MigratED has promoted sustainable development, migrations and human rights topics, connecting them to media-literacy. It has been possible thought educational activities based on GCE approach, combining theoretical and practical pedagogics methods, developing knowledge, but also hard and soft competencies, as well as sustainable behaviours of teachers, educators, and of EU and migrant youth and students.

As demonstrated in these last years, **media literacy skills** have become increasingly necessary, not only in terms of capacity to manage effectively digital devices, but also for the use of these devices as inclusive learning tools, and, above all, for the promotion of critical thinking skills in media environments.

Alongside, the capacity to understand global issues related to social, environmental, and economic sustainable development is necessary to face the challenges requested by the complex and always-changing modern society, first in terms of the green transition. Within MigratED, concept like social media activism and digital citizenship have find concrete meanings, real voices and specific action.

Adults and youth has been not only trained but also actively involved in an **online awareness-raising action**, by creating creative digital communication materials on GCE topics, to be disseminated in social media. The underlying awareness of MigratED approach has consisted that the achievement of active global citizenship, promoter of sustainable and inclusive development, needs to go together with the digital transition.

This “twin transition” is particularly relevant in terms of **key skills to be promoted**, especially if we consider the impact of the COVID-19 pandemic and the related containment measures on 100 million EU citizens and on the education sectors - formal, not formal and informal. As set in the EC Communication on achieving the European Education Area by 2025 and in the European Skills Agenda for sustainable competitiveness, social fairness and resilience:

*“Digital literacy is a must, the more so in a post-Covid-19 world. Practically all further learning and jobs in all sectors will require some form of digital skills, yet on average two in five Europeans aged 16-74 are lacking these skills in 2020”. (Achieving the European Education Area by 2025). In parallel, “The COVID-19 pandemic and the related containment measures have underlined **the importance of life skills**. Open, democratic societies depend on active citizens who can discern information from various sources, identify disinformation, take informed decisions, are resilient and act responsibly. Resilience, media literacy, civic competence, financial, environmental and health literacy are key in this context. (...) **To succeed, lifelong learning for all must become a reality in Europe**. All Europeans should have access to attractive, innovative and inclusive learning programmes also because skills become obsolete more quickly. (European Skills Agenda for sustainable competitiveness, social fairness and resilience)*

2. Participatory and multidisciplinary methods for inclusive education and pedagogical Innovation

Promoting **social inclusion in education** has represented one of the main goals of MigratED, with particular regard to the inclusion of minorities, migrants/refugees and European citizens having migrant background. Within all its activities, the project contributes to it, combatting racism and discrimination and promoting active citizenship, through global citizenship education focusing on human rights, development and migration issues, and using participatory methods and tools. **Global education activities** have been addressed to formal and informal educational settings, promoting **multi-disciplinary approach and mixed learning environments** (school and social sector, teachers and social workers, students and migrants), allowing exchange and intercultural dialogue among project’s beneficiaries. These educational activities have foreseen **participatory methodologies** to promote inclusive education, based on the idea that the activities are done “with” people and not “on” or “for” people, emphasizing collective learning and inclusiveness. **The innovative element of MigratED method is represented by the combination of these participatory approaches with the use of IT, digital and audio-visual tools:** professionals in education and youth involved have been trained on the use of participative audio-visual methodologies and tools.

More than 30 participatory videos on GCE topics have been created by youth, and disseminated in public (online and in presence) events in the five partner countries. These videos are based on the real life experience, and aim to create a collaborative process, empowering youth and stimulating their critical thinking on both the use of media and the social problems of their local contexts.

This pedagogical innovation based on participation and inclusion has been the key for continuing the action during Covid-19 emergency. Within a research carried out by WeWorld within the MigratED project, 80% of Italian teachers interviewed believe that Distance Learning has accentuated inequalities between students in the access to education, with 60% of girls and boys left behind. During the last year, activities have been adapted to the online environment: new online learning tools based on participatory and active learning approaches have been developed to

guarantee continuity of the action in the distance learning form, to keep involving and engaging youngsters, and to counter the negative impact of the emergency on educational sector.

3. Youth and educational communities as key actors to advocate policy reforms in education

To ensure multipliers effects, long-term sustainability and a wider impact of MigratED, a thematic and methodological *fil rouge* among educational, communicational and advocacy activities has been created. MigratED has disseminated good practices on GCE, media literacy and educative inclusion outside the educational system, turning towards the entire society, starting from the youth's voice. The **communication action foreseen has been participative**, having the goal to disseminate not only learning tools, but also audio-visual materials and communication creative contents created with (and for) the youth. With the overall aim of promoting policies and frameworks on GCE and on digital tools as forms of inclusive learning in the educational system, **the advocacy action has a multistakeholders and multilevel approach**, based on the involvement of different actors from public, private and third sector entities, active in educational and social fields at local, national and European level.

Cross-sectorial impacts have been stimulated by the **involvement of target groups and stakeholders since the designing phase of the project and its activities**, empowering them as multipliers of the project, asking for their collaboration for the promotion of the communication and awareness raising actions.

- **The “cascade of trainings”** approach has empowered more than 300 professionals in education to use knowledge and skills acquired in the trainings in their own educational practices, providing them with documents, tools and materials to be used also outside the project's activities. The most motivated teachers and educators has then been involved in the dissemination of such practices, contributing to raise awareness of their colleagues and peers. Methodological Guidelines produced in 5 languages have been disseminated by MigratED partners and beneficiaries among national and European networks of professionals, schools and educational organisations.
- **The active contribution of youth** in the production of collaborative multimedia tools has given them voice within MigratED communication action, realised especially online and in social media, to raise awareness on project's topic, using high-impact forms of expressions (especially on social media), fitting with expectations and languages of young generations. Some youth have been involved as media activists and peer educators within awareness raising events.
The advocacy action has been designed starting with the analysis of educational needs of the communities in the different national and local contexts, addressing issues and policy requests that were relevant to the different educational and institutional environments.
- The advocacy action has been adapted to the different contexts, starting with the beneficiaries' feedbacks, analyzing local and national political priorities, and involving the appropriate stakeholders. The first overall and tangible result of the MigratED advocacy actions carried out

in the project countries is visible in the debates raised during the three panels of the final international conference.

Citing the EC Communication on achieving the European Education Area by 2025:

“It is only with the right skills and education that Europe can have a sustained economic recovery geared towards the green and digital transitions, while showing global leadership by example, strengthening its position in global competition and staying faithful to its commitment to a just transition. (...) High-quality international cooperation in education and training is also vital to address existing and emerging global challenges. It is essential for the achievement of the Union’s geopolitical priorities and the 2030 Sustainable Development Goals. (...) Further effective policy reforms that support better achievement in basic skills are needed, and the effectiveness of such reforms depends also from the contribution provided from NGOs, teachers association, education providers in terms of policy recommendations on innovative and multi-disciplinary teaching and learning approaches for basic skills”.

CONCLUSIONS

MigratED has been instrumental in **scaling up successful practices**, in **enhancing cooperation for national reform**, and in the implementation of EU-level actions, promoting citizenship, fundamental freedoms, tolerance and non-discrimination through education, finally **contributing to the Erasmus+ programme goals**. Looking at the future, many efforts have yet to be made from EU, national and local institutions, NGO, and educational entities: the New Strategic Agenda for the EU for 2019 – 2024 adopted by the European Council on 20 June 2019 stresses that Member States “*must step up investment in people’s skills and education*”.

CONTACTS

educazione@weworld.it

www.weworld.it

www.migrated.eu