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INTERNATIONAL TRAINING OF TRAINERS

Bologna, 21 – 24 January 2019



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MEDIA EDUCATION

Minutes of the training sessions

MIGRA-TED: Migrations and human rights enhanced through Technology in Education

Agreement number 2017-3008/001-001

Project number 592168-EPP-1-2017-1-IT-EPPKA3-IPI-SOC-IN

**INTERNATIONAL TRAINING OF TRAINERS OF THE PROJECT
“MIGRATED: MIGRATIONS AND HUMAN RIGHTS ENHANCED THROUGH TECHNOLOGY
IN EDUCATION”**

The international training of trainers foreseen in Bologna (Italy) from 21st to 24th January is implemented within the MigratED project.

The training is directed to teachers and educators from Italy, Portugal, Greece, Cyprus and Slovenia who will train other professionals in education through national trainings to be implemented in the following months.

The training aims to promote global citizenship education with digital and multimedia tools in education, to enhance competences of teachers and educators in human rights, intercultural dialogue, sustainable development, to promote innovative and participative practices in education in order to involve young people.

MIGRATED PROJECT

Recent migrations in Europe represent an important challenge from a social, cultural and educational point of view. The urgency to sensitize the European population on intercultural dialogue, migrations and human rights in the education field is at the core of MigratED project. The action faces those themes through educational and communication activities, using multimedia channels, making the youth protagonists and creators of raising-awareness tools (researches, web documentaries, digital tools and participatory videos), and training teachers and operators to the use of digital tools in the education field.

Moreover, in order to guarantee a systemic impact, MigratED involves national and local organisations and institutions in multi-actors platforms, in order to introduce and strengthen educational policies relevant to Education to Development.

The initiative, funded by the European Union in the framework of the Erasmus+ Programme, is carried out by the Italian NGO WeWorld GVC Onlus in partnership with the Municipality of Bologna, CSAPSA2, ActionAid Hellas, Karpos, Future Worlds Center, SLOGA Platform, 4Change, COFAC/CICANT.

**INTERNATIONAL TRAINING OF TRAINERS
“MIGRATED: MIGRATIONS AND HUMAN RIGHTS ENHANCED THROUGH TECHNOLOGY
IN EDUCATION”**

MEETING AGENDA

Venue: Centro Riesco, Room 3, Via Ca' Selvatica 7, Bologna

DAY 1 – MONDAY, 21 JANUARY 2019

Session I: 09:00 - 13:00

Registration, welcoming, presentation of the International Training of Trainers
Education to human rights, citizenship and sustainable development

Session II: 14:30 – 17:30

Media Literacy: the visual communication process and its analysis.
Workshop activities using digital tools

DAY 2 – TUESDAY, 22 JANUARY 2019

Session III: 09:30 – 13:00

Managing diversity in education: intercultural dialogue, pluralism and the relationship with
otherness

Session IV: 14:30 – 17:30

Media and digital tools in Global Citizenship Education, with practical activities

DAY 3 – WEDNESDAY, 23 JANUARY 2019

Session V: 09:30 – 12:45

Climate change, sustainable development and migrations in Education

Time Session VI: 14:30 – 17: 30

Participatory Video in Education: introduction and practice

DAY 4 – THURSDAY, 24 JANUARY 2019

Session VII: 09:30 – 12:30

Media Literacy: News analysis and workshop activities

Session VIII: 14:00 – 17: 00

Workshop on practical activities on the use of visual media and digital tools for GCE

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Minutes of the International Training of Trainers

DAY 1 – MONDAY, 21 JANUARY 2019

Registration, welcoming, presentation of the International Training of Trainers

Presentation of the Training aims: to promote global citizenship education with digital and multimedia tools, to enhance teachers and educators' competences in human rights, intercultural dialogue, sustainable development, promotion of innovative and participative practices in education for involving young people.

Giorgia Bailo (We World GVC)

Welcoming

GVC (Gruppo di Volontariato Civile), is an NGO founded on 1971 in Bologna, working in development cooperation and humanitarian assistance in more than 20 countries around the world. Our name has changed since last month to “**We World GVC**” also we have merged with another Italian NGO called “**We World**”. This NGO was founded in 1999 in Milan with the purpose of working in development cooperation, in particular this NOG was focus on projects for children and women 's protection.

The aim of We World GVC continues to be the protection of vulnerable groups, the equality in our word. Actually, the “Migrated project” is in perfect line with this general vision.

The project regards the fundamental rights awareness: especially, in the school system and among the young people.

Mirca Ognissanti (ReESCO Centre, Municipality of Bologna)

Welcoming and presentation on behalf of RiESCO Centre within Municipality of Bologna, Italian partner of MigratED project. “We are in the training rooms of the intercultural center of the Municipality of Bologna, Department of Education. This public body gives support to schools and education providers, with nursing projects to support women. We aim to have teachers and professionals able to manage cultural and languages heterogeneous classrooms”.

Main activities of RiESCO Centre:

- The support of language acquisition to foreign people and students and the cultural mediation.
- Support families to understand what schools are expecting from the children.
- Support schools in projects aimed at intercultural dialogue.

Neva Cocchi (We World GVC)

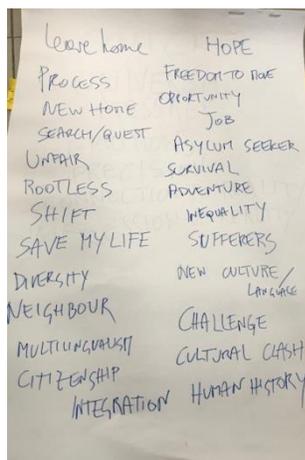
Presentation of the training agenda, contents, aims and logistical aspects. The agenda considers the needs reported by 285 questionnaires (submitted in the 5 countries of the project).

Session I: 09:00 - 13:00

Education to human rights, citizenship and sustainable development

Paola Termine

Ice-breaking interactive activity: *If you think about migration, which words come to your mind? Migration is:*



With this concept we can show the complexity of the migration phenomenon.

Presentation of the Session outline

- * Concepts of human rights and citizenships: when migrants don't have place of destination.
- * Factors that affect respect or violation of human rights
- * Interlinks between citizenship, migration and human rights
- * The impact of migration
- * Data and typology of migration, is there a migration crisis?
- * Understanding migration in the context of development: drivers and impacts.
- * Migrants as agents of development.
- * Group work: The Global Compact for Migration through a human rights lens.

What are human rights?

- * Universal declaration of Human Rights in 1948
 - * Human rights are rights inherent to all human beings, whatever the nationality, place of residence, sex, national or ethnic origin, race, religion, language, or any other status.
 - * We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible.
- The human being cannot be discriminated.

“The term “human rights” was mentioned seven times in the UN's founding Charter, making the promotion and protection of human rights a key purpose and guiding

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principle of the Organization.¹ Since then, the Organization has diligently protected human rights through legal instruments and on-the-ground activities.²

Human Rights entail both rights and obligations

* Universal human rights are often expressed and guaranteed by law.

* International human rights law lays down obligations of Governments of individuals or groups.

* States assume obligations and duties to respect, to protect and to fulfill human rights.

* The obligation to respect means that States must refrain from interfering with or curtailing the enjoyment of human rights. The obligation to protect requires States to protect individuals and groups against human rights abuses. The obligation to fulfil means that States must take positive action to facilitate the enjoyment of basic human rights.

* At the individual level, while we are entitled our human rights, we should also respect the human rights of others.

Key principles of human rights:

1. Universal and inalienable

Universal means belonging to everyone and inalienable. It should not be taken away.

The principle of human rights' universality is the cornerstone of the international human rights law. Human rights apply to all human beings.

2. Interdependent and indivisible

All human rights are indivisible, interrelated and interdependent. Whether they are civil and political rights, such as the right to life, equality before the law and freedom of expression, social and cultural rights, such as the right to work, social security and education, or collective rights such as the rights to development and self-determination.

3. Equal and non-discriminatory

Non-discrimination is a cross-cutting principle (and the basis for the International convention on the Elimination of All Forms of Racial Discrimination and the Convention on the Elimination of All Forms of Discrimination against Women).

The Principle applies to everyone in relation to all human right and freedom.

The human right principle prohibited any discrimination about gender discrimination, race, language, ethnicity, religion, age, social class, disability, place that you live, work, etc.

¹ «Protect Human Rights», *United Nations*, < <http://www.un.org/en/sections/what-we-do/protect-human-rights/index.html> > Has been consulted on 29 January 2019.

² «Protect Human Rights», *United Nations*, < <http://www.un.org/en/sections/what-we-do/protect-human-rights/index.html> > Has been consulted on 29 January 2019.

30 Human Rights according to the united nations

If people have the right, why a child dies every 5 seconds? If people have freedom of speech, why there are thousands of people in jail just for have expressed freely their opinion. If people have the right of education, why there are billions of adults unable to read? When the Universal Declaration of Human Right was signed, it had not force of law. It was just optional³ enforces it.

Human Rights violations affected by

1. context: poverty, violent conflicts, and other crises.
2. individual characteristics: citizenship, gender, ethnicity, income, age, religion, etc.
3. international environment: state willingness and capacity; governance.

Citizenship and Human Rights

Although human rights are universal, States often guarantee their realization based on citizenship, residence, nationality, community, identity, which become « conditions » for the entitlements of rights.

Migrants are a very vulnerable category to human right violation.

Group work Activity

Key messages on human rights for migrants, in the context where you work.

1. Choose the human right that you find most relevant in your context.
2. Develop 1 or 2 key messages that you could use to inform and motivate colleagues, peer, youth to act for the respect and recognition of these rights for migrants.
3. Report:

«2. Don't Discriminate»

- 1- I'm a child not a threat.
- 2- I'm not a number
- 3- I'm a human not a threat
- 4- I'm a child not a lost case
- 5- I'm not a statistic

Migrants or refugees?

³ «What are Human Right?», *United for Human Right* < <https://www.humanrights.com/what-are-human-rights/> > Has been consulted on 29 January 2019.

The term «refugee» and «migrant» are often used interchangeably to describe the millions of people that are either fleeing conflict or seeking better living conditions.

Refugees are people outside of their country of origin for reasons of feared persecution, conflict, generalized violence, as a result, required international protection (1951 Convention)

No formal legal definition of international migrant. Accepted definition: someone who changes his or her country of usual residence, irrespective of the reason for migration or legal status.

Distinction between: Short-term or temporary migration, and long-term or permanent migration.

The term *clandestine* migrant, irregular migrant has negative connotation.

Defining migration

There are international migrants and internal migrants.

Migration:

The movement of a person or a group of people, either across an international border, or within a State. It is a population movement of people, whatever its length, composition and causes. Include migration refugees.

Any person who is moving or has moved across an international border or within a State away from his/her habitual place of residence, regardless of:

- The person's legal status
- Whether the movement is voluntary or involuntary
- What the causes for the movement are; or
- What the length of the stay is.

Internally displaced person (idp)

Persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border.

Refugee

A person who, " owing to a well-founded fear of persecution for reasons of

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race, religion, nationality, membership of a particular social group or political opinions, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country.⁴

Persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border.

Migration is a continuum

1. Voluntary migration:

- Employment
- Study
- Family reunification

They want to have more opportunities in the future. Indeed, they have the choice to remain in their country, but they decide to leave. It is a continuum between forced and economic

2. Mixed migration:

- Overlapping determinants
- Absence of viable economic opportunities
- Poverty and food insecurity
- Slow-onset climate change

Example: Climate change

3. Forced migration:

- Conflict and human made crises
- Persecution and HR abuse
- Natural disaster

Many migrants fall into the mixed migration category: migration determinants are complex and can change through time.

Migration categories are fluid and dynamic

The story of Demba, is a true story → look of a better future and find other opportunities.

1) From Matan (Senegal) to Dakar (Senegal)
Internal migrant

2) From Dakar to Libya

⁴ Art. 1 (A) (2), Convention relating to the Status of Refugees, Art. 1A(2), 1951 as modified by the 1967 Protocol).

International migrant

3) From Libya to Europe

Fleeing immediate danger. He was a refugee in Europe.

Migration: key facts and figures

- * About 763 million internal and 244 million international migrants globally.
- * 40% increase of international migrants since 2000.
- * Among them, 150 million migrant workers.
- * One third of all international migrants from developing countries are aged 15-34.
- * Almost half of international migrants are women.
- * A large share of international migrants originates from rural areas (40% of international remittances).
- * 65.3 million forcibly displaced.

Intra and inter-regional migration

The majority of migration does not head for Europe. Most of the migration stays in the same continent. This is called Intra-regional migration.

For example, in Africa people go to other countries, but always within the same continent.

Immigrants, who come to Europe, do not always arrive by boat.

When you think about migrant's → it is a negative image and you always think that they came to Europe in a terrible way. It is not always the case. There are immigrants who come with a student or work visa and remain to live.

Migration is a process composed by several phases: pre-decision, pre-departure, migration and return.

The migration cycle

1. Pre-decision: It concerns potential migrants as well as it is a free choice (when there are no employment opportunities).
2. Pre-departure: It concerns candidate migrants who have documents and information.
3. Migration: When the exodus took place

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4. Return

Drivers and determinants of migration

- Contextual factors (Macro level)-----→ Migration
- Household factors (meso level) -----→ Migration
- Individual factors (Micro level)-----→ migration

Promoting alternatives to migration for ethiopian rural youth

→ you-tube video: <https://www.youtube.com/watch?v=1rvf0Y4eIbc>

Every year people travel to other countries looking for a better future or simply to have a more stable life.

Impact of migration

Migration is not always negative. There are also positive aspects.

Impact of migration for the migrants themselves, the countries of origin and of destination can be:

1. Positive:

Remittances, new skills, economic opportunities, social change, diversification of income, less pressure on natural resources, additional labor force in areas of destination.

Migration can help the development of the country economically

2. Negative:

Brain drain, dependency, disruption of family and social ties, pressure on host communities, loss of productive workforce in areas of origin.

Students usually go to other countries to study and usually stay to work because there are more opportunities.

Migrants as agents of development

* Migration is not a negative phenomenon.

* Migrants can contribute to development of areas of origin and destination.

* States needs to put in place the conditions to contribute productively and to be agents of development.

* Diaspora has an important role to play: the importance of associations of migrants.

Diaspora and development

1. Know to how transfer
2. Diaspora tourism
3. Diaspora philanthropy
4. Remittances
5. Social networks at destination

Towards a new global approach towards migration: the global compacts

* The New York Declaration on refugees and Migrants that was adopted in September 2016 by member states gave birth to two Global Compacts: one on refugees and one on migrants.

* After 2-year process of negotiation, the two Global Compacts were (separately) adopted in late 2018.

* The two Global Compacts consider human rights at the core of the policy response to voluntary and forced migration and insist on the importance of international cooperation; state sovereignty, non-discrimination and shared responsibility.

* First-ever UN global agreements on a common approach to international migration in all its dimensions.

* They are not legally binding.

The Global Compact on refugees

The Global Compact on Refugee's objectives are:

1. Ease pressures on countries that host large numbers of refugees.
2. Build self-reliance of refugees
3. Expand access to third-country or refugees through resettlement and other pathways of admission
4. Support conditions that enable refugees to return to their countries of origin.

The Global Compact for migration objectives is:

1. Mitigate adverse drivers and structural factors that hinder people's livelihoods in countries of origin.
2. Reduce risks migrants face during migration by fulfilling their human rights and provide them with assistance.
3. Address the concerns of states, considering existing trends and the impacts (+ or -) of migration.
4. Create conditions to enable migrants to positively contribute to development.

Session II: 14:30 – 17:30

Media Literacy: the visual communication process and its analysis

Vittorio Cobianchi - vcobianchi@osservatorio.it

The Osservatorio di Pavia was founded in 1994 by C.A.R.E.S. (Cooperative for Social and Economic Analysis and Research) together with a group of professors of Social Sciences of the University of Pavia. Since then, it has become an internationally recognized institute for the analysis and research on mass communication and election campaigns. The institute is an independent non-profit organization. Its main objective is the promotion of social, cultural and political pluralism. It employs some 30 researchers and a network of scholars in social and media studies engaged in activities related to mass communication, including media monitoring on a variety of topics, legal analysis and researches.

- Topics → equality, human right and immigration.
- Equality. Migration, political, etc.

Visual literacy

- * Visual communication: when, and why?
 - * Visual grammar: the signs
 - * Visual semiotics: the meaning
 - * Visual rhetoric: the persuasion
 - * Putting theory into practice: the analysis of visual language
- Some proposal for tests, assignments, and exercises.

No image is innocent, every image try to convince us about the truth.

Visual literacy



Analyze the images

Image → advertisement image

The Trojan horse, made in boxes and promoting "DHL".

One of the main skills in visual literacy, maybe the first, is the ability to get visual clichés (or “icons”) used to build meaning by visual communicators, who make use of these signs to create a recognizable and interesting “new” image.

Visual literacy is the set of tools and of skills that make us able to efficiently read and efficiently build visual communication, as this one. To competently read an image like that, we must put into play lots of competences, historical, rhetorical, related to visual grammar, and related to our own social and economical and historical context. Contemporary culture has become increasingly dependent on the visual especially for its capacity to communicate instantly and universally. A very high percentage of all sensory learning is visual. “A wise man once said that a picture is worth 100 words. But when visual symbols are used in place of words to express an idea or to evoke a feeling or a mood within us, it is necessary for the viewer to be able to understand the message”. Oring argues that “the need to learn to read visual images is an urgent one that touches at all levels in our society.” Visual literacy levels directly determine our level of visual comprehension and the ability of the individual to be able to read images in a meaningful way, pictures exist all around us and they surround us. The economy relies heavily on visual representation and a sense of design, style and ‘feel’. Understanding pictures is a vital life enriching necessity. Not to understand them is visual illiteracy.

Visual images are becoming the predominant form of communication across a range of learning and teaching resources, delivered across a range of media and formats. The ratio of visual image to text is increasing. Charles Brumback, the chairman of the Newspaper Association of America said in 1995 that we are heading to a culture of ‘visual literacy’. He said, “As newspaper penetration falls, competitors cut into newspaper ad share, and the culture itself moves from textual literacy to visual literacy” (Fitzgerald, 1995). The proliferation of images means that visual literacy is now crucial for obtaining information, constructing knowledge and building successful educational outcomes.

Image: The image is white with a black arrow

- 1) Get the image’s subject
- 2) What is the image about
- 3) Get what meaning it produces
- 4) Syntax

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- 5) Composition
- 6) Techniques
- 7) Aesthetics
- 8) Effects → an image has to have an effect

To be visually literate a person should be able to:

- * Understand the subject matter of images;
- * Analyse and interpret images to gain meaning within the cultural context the image was created and exists;
- * Analyse the syntax of images, their components, how do their components interact between them, how are they hierarchically organized;
- * Analyse the techniques used to produce the image;
- * Evaluate the aesthetic merit of the work;
- * Evaluate the merit of the work in terms of purpose and audience;
- * Grasp the synergy, interaction, innovation, affective impact and/or 'feel' of an image.

The image or photo context and the personal experience of who analyzes it, it is very important.

Visual literacy “general theory of messages”

Noted by **John Fiske**, “communication is one of those human activities that everybody recognizes but few can define satisfactorily”.

The older concepts, which are based on the transmission model of information (Claude Shannon and Warren Weaver’s cybernetic model), assume that a message has its inherent meaning which the recipient merely must read (decode).

The group includes, among others, the structuralist model proposed by **Roman Jakobson**. According to that researcher, the sender directs a message to the addressee, and the effectiveness of communication (i.e. the correct decoding of the message) depends on the existence of a contact between the participants, a code which is at least partially shared by the sender and recipient, and the ability to apply the message to a context that is common to the sender and recipient, the context being the reference to reality. In this model, the meaning is in a way “wrapped up” in the message - it is absolute and static. At the same time, it is the meaning created by the **recipient** the only participant of communication that is really active.

Linear perspective



Linear perspective is:

“Mathematical system to represent two-dimensional objects on a two-dimensional surface by projecting their points on the plane of the square with straight lines that converge on a chosen point of arbitrary shape that constitutes the eye of the observer. Also called conical perspective.⁵”

Egyptian art perspective

This art is a perspective by scales. In this painting, it can be noticed as the figures in the first floors are larger than the ones on the second one.

Gothic art prospective

Dimension is proportional to importance.

Gothic art developed in Europe from the 12th century until the end of the 16th century. It flourished between the Middle Ages and the Modern Age.

Gothic art is very typical in cathedrals as for example in Italy (Milan and Florence) and in Spain (Barcelona, Seville, Toledo, etc).

Common traits of this art are also found in sculptures. In them, the artists show the humanization of characters and feelings such sadness, joy, pain, rage, etc.

⁵ «Definicion de perspectiva lineal y conceptos relacionados», Diccionario de Arquitectura y construccion <<http://www.parro.com.ar/definicion-de-perspectiva+lineal>>, Has been consulted on 30 January 2019.

Cubist art perspective



This art was born in France and it boomed between the years 1907 and 1914.

The perspective in cubism is where artists create an image through cubes, triangles and rectangles. There can be different images, like houses, human forms or abstract ones.

Why (and when) do we communicate through images?

Visual communication is more efficient than verbal communication.

Because:

- Quick
- Universal message
- Emotions
- An image provokes us, much more emotion than a text (An image produces more emotions than a text)
- Precision
- Connection to reality
- Impression of reality

An image can be universal: if an image is in Japanese, but you see a map with temperatures one you can understand it also if you don't speak the language. Through the images we can see how much a thing, or a person have changed (The situation before and afterwards). An image can show emotions like sadness, brave, happy, etc. Culture can make a difference even in the interpretation of visual messages.

Why do we actually produce visual language? Can't our tremendous verbal capabilities do the job? Yes, our verbal capabilities are enormous, we can introduce in our spoken or written communication a vast range of subtleties. At the same time, an enormous amount of our communication does not take place by means of language. It is, instead, nonverbal. Visual language does not exclude the use of words, sentences or block of text. The words, sentences or text elements are used as captions or inscriptions or are integrated with the images and elements of the images to form one visual units.

In non-verbal communication, humans exchange messages by means of non-linguistic signals or signs, exactly as black and yellow flying bugs use to do, though in humans nonverbal communication is a broader concept than simply body language.

Visual literacy, the grammar

The first aim of visual literacy should be that visually trained readers are able to recognize separate elements of the picture.

Visuals are a system of representation and signification that allow us to produce and communicate thoughts and images about reality (Kazmierczak, 2001: 181). The symbols used in visual communication, unlike those of written and to a lesser extent oral communication are not a fixed vocabulary. There can be no dictionary of meanings for the symbols of visual communication. Firstly, such a dictionary would be enormous, as the available symbols is as limitless as the human imagination and the graphic skills of humanity. Secondly, and very importantly, visual communication is made up of presentational symbols whose meaning results from their existence in particular contexts. Meaning is formed by seeing and thinking. The conventions of visual communication are a combination of universal and culturally based conventions.

1. Image:

The first image is a road signal and the other are a picture taken in Palestine → They are the same, but the signal represents a boy who goes with his father somewhere. The other a child with his father and this last holds a pistol.

To understand a sign, we first have to know the “code”: read the letters, speak the language, be familiar with the conventions. If we don’t already have this knowledge, we must look for it. but, as one of the founders of semiotics, American Charles Sanders Peirce recommends, we should not make things unnecessarily complicated. We are not always aware of the presence of signs. In general, we only start to actively look for meanings or acquire knowledge when we are faced with something that we want to know, something we need, or something that arouses our curiosity. In many cases, the place, the environment, or the context of the sign points us in the direction we need to look for the meaning.

Charles Peirce

Charles Sanders Peirce was an American philosopher, logician, mathematician, and scientist who is sometimes known as "the father of pragmatism". He was educated as a chemist and employed as a scientist for 30 years. Today he is appreciated largely for his contributions to logic, mathematics, philosophy, scientific methodology, and semiotics, and for his founding of pragmatism. An innovator in mathematics, statistics, philosophy, research methodology, and various sciences, Peirce considered himself, first and foremost, a logician. He made major contributions to logic, but logic for him encompassed much of that which is now called epistemology and philosophy of science. He saw logic as the formal branch of semiotics, of which he is a founder, which foreshadowed the debate among logical positivists and proponents of philosophy of language that dominated 20th century Western philosophy;

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additionally, he defined the concept of abductive reasoning, as well as rigorously formulated mathematical induction and deductive reasoning. As early as 1886 he saw that logical operations could be carried out by electrical switching circuits; the same idea was used decades later to produce digital computers. In 1934, the philosopher Paul Weiss called Peirce "the most original and versatile of American philosophers and America's greatest logician." Webster's Biographical Dictionary said in 1943 that Peirce was "now regarded as the most original thinker and greatest logician of his time." Keith Devlin similarly referred to Peirce as one of the greatest philosophers ever.

«Nothing is a sign unless it is interpreted as a sign»

2. Image:



This image is a painted face with a clock in one eye. It can have different meanings. This painting has been made by Mauro Biani in 2012. → what represents this image → what is the topic of this image- what it represent ? I was able to represent the time that passes while we get old

This image represents the attack that took place in Bologna's central station on August 2, 1980.

Signs features:

1. Icon signs: a sign is iconic if it demonstrates similarity with something else. Prime examples of iconic signs are statues, photos and films: what you see strongly resembles what is portrayed. A portrait of Napoleon means "Napoleon", a photo of a street would mean the street itself, and so on. Pictograms are a set of iconic international signs.

2. Indexical signs: We refer to a sign as indexical if it demonstrates a strong relationship to the object it represents, without resembling it. The object to which an indexical sign refers to is always specifically determined: a concrete place and time relate object, person or event, something from empiric reality.

3. Symbolic signs: the connection between sign and object is even looser when the relation is not based in empiric reality, but on conventions, rules, or customs.



For example, one of the important symbols of Cuba is the photo of Che Guevara. This image stands as an ideology.

Image of the French revolution. In the image we can deduce the war between the two classes.

Visual literacy/ the meaning

The image has different meanings according to the singular individual.

Being visually literate means, on the second hand, that visually trained readers are able to express meanings verbally.

Roland Barthes



A second distinction taken from semiotics that is used by many communication specialists is that of layered meaning. Roland Barthes developed the theory in the 70s, when he analyzed how people ascribe meanings to a sign. According to Barthes, signs - all signs - in pimple always acquire meaning at two levels: denotation and connotation. The first level relates to recognizing what is shown, and the secondo to understanding what ideas and values are being represented by the sign. We could explain this by saying that denotation relates to the literal meaning and connotation to the subjective meaning of a sign. Barthes method of analysis is used primarily in research on the interpretation of images within a particular social group or culture. In these contexts, images - often in combination with texts - not only convey information, the also express values or appeal to the emotions.

The myth

Roland Barthes

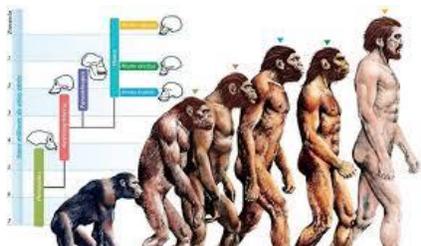


Image of the evolutionary path from monkey to man (6 monkey) Human evolution
The monkeys are black and the last person is white if you search in google is always like that
and people do not notice it.

22ND January 2019

Session III: 09:30 – 13:00

Intercultural Dialogue - Managing diversity in education: intercultural dialogue, pluralism
and the relationship with otherness

Stefano Marinelli, Agency for Peacebuilding - s.marinelli@peaceagency.org

Agency for Peacebuilding is a Non profit organization with the main objective to reduce
violence, with the tool of International Law

Intercultural dialogue

Introduction:

- topics and methodology (theory+ replicable exercises)

Culture and Identity:

- Promoting «neutral» discussions
- Civilization-from clash to dialogue
- Multiple Identities: Amartya Sen and identity as a choice

Migrations:

- Myths and main narratives
- Research-based approach: demography, economy, criminology

White privilege:

- Origin and definition
- Application of the concept in education: the role of teachers

Exercise: The Bridge

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1. A river.
2. There is a lady who is on one side of the river.
3. Her husband is going on a trip.
4. On the other side of the river is the man in love with the lady.
5. The only way to go to the other side of the river is by the bridge.
6. On the bridge there is an armed person.
7. In the river is a boat and the lady who wanted to pass said to the man on the boat that if he let it go. The man on the ship charged him 15 euros. The lady did not have the money.
8. The lady explained to the man of the boat that she risked her life if she passed the bridge be walking.
9. However the man on the ship did not let her pass for free.
10. The lady remembered that she had an old school friend and he was in love with her.
11. However, the friend did not have the 15 Euros to pay the boat.

Who is the most responsible for the death of the lady? Because the lady passed through the bridge and the armed man killed her.

This exercise serves in different situations without touching cultures, religions, places.

This exercise serves not to touch the cultures of children who are in class because it does not speak of any culture.

It would also be not to do it with very young children.

Multiple layers

- Negotiation/team-building exercise
- Investigate the role of individuals on a group
- Defining various types of violence: armed violence, symbolic violence (Bourdieu) or structural violence (Galtung)
- Reflection on values emerging in the discussion
- Neutral introduction on culture and identity

The clash of civilizations samuel huntington

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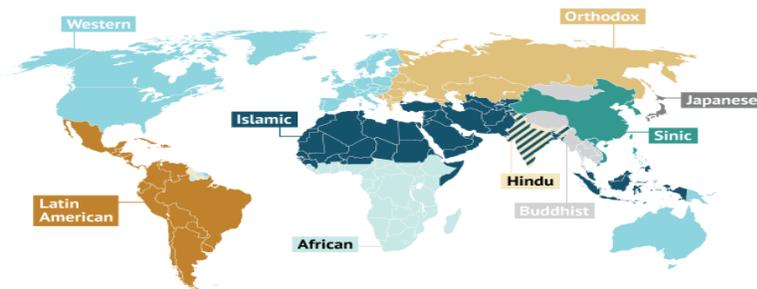
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«It is my hypothesis that the fundamental source of conflict in this new world will not be primarily ideological or primarily economic. The great divisions among humankind and the dominating source of conflict will be cultural. Nation-states will remain the most powerful actors in world affairs, but the principal conflicts of global politics will occur between nations and groups of different civilizations. The clash of civilizations will dominate global politics. The fault lines between civilizations will be the battle lines of the future.»

HUNTINGTON'S CIVILIZATIONAL DIVIDES

Samuel Huntington categorized the world into nine civilizations, arguing that the fault lines between them would shape international relations and serve as the driving force of conflict in the post-Cold War world.



Source: *The Clash of Civilizations*

Copyright Stratfor 2016 www.stratfor.com

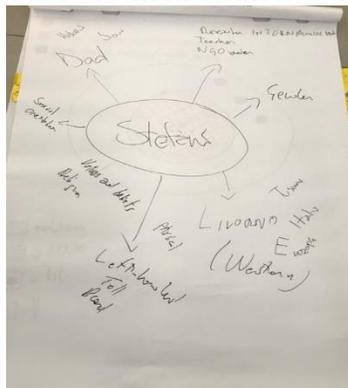
We promote dialog. Interrelation dialog. The way of finding the best. The most peace fold. The identity, the religion. To understating somehow of aspect.

In a group of multicultural statements. The green, in the existent of cultures, identities and so the possibility to live the experience... for people, students... the way to approach, is to celebrate. To promote knowledge of different religions

Identity and Violence, Amartya Sen

The attribution of a signal identity between human being, the main proposal is to promote identities and that there are multiple identities. When you are told who you are, you say your name, but behind is another person. Ex = you are a husband, you are a son, you are a brother, you are several things.

There is an indefinite number of identities: activity to identify them



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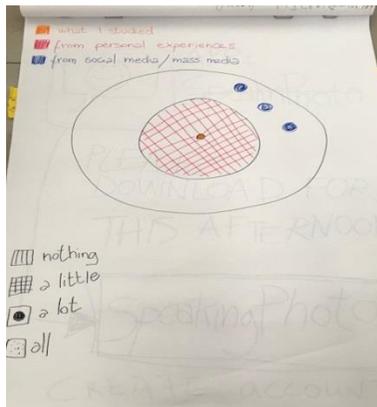
Exercise:

Say the three identities:

- 1) Live in Canada
- 2) Student
- 3) Colombian

Say last three identities from 5 years ago :

- 1) Live in Italy
- 2) Learn a new language
- 3) Colombian

**Identity**

- Identity Map
- Check identities you do not want to share
- Find unexpected common grounds
- Prioritize identities
- Compared to you priorities 5 years ago
- external perception

- Identity is a choice → identity is flexible and can change. If it's a decision and is a flexible decision.

- Another activity was to describe the other person according to his or her own perception.

Migrations: main fears

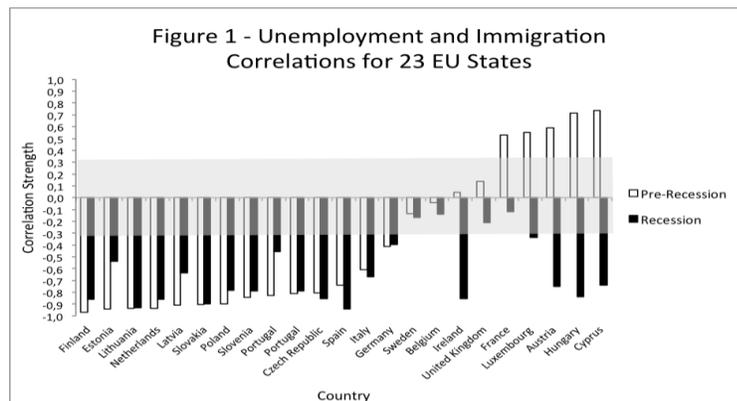
- | | |
|---------------------|-------------------------|
| - Ethical arguments | - Utilitarian arguments |
| - Human Rights | - Economy |
| - Solidarity | - Criminology |
| - Dehumanization | - Demography |

What happens: The life of a migrant is not important like other people. The migrant becomes a number.

Immigration and crime is a strong argument. The newspapers that are local → infancies the crimes that are making by immigrants. And this is every day.

Effects of immigration on EMPLOYMENT (Washington, DC: international Monetary Fund, 2016)

“Immigration significantly increases GDP per capita in advanced economies.” Florence Jaumotte, Ksenia Koloskova, and Sweta C. Saxena, Impact of Migration on Income Levels in Advanced Economies (Washington, DC: International Monetary Fund, 2016).



Immigration and crime

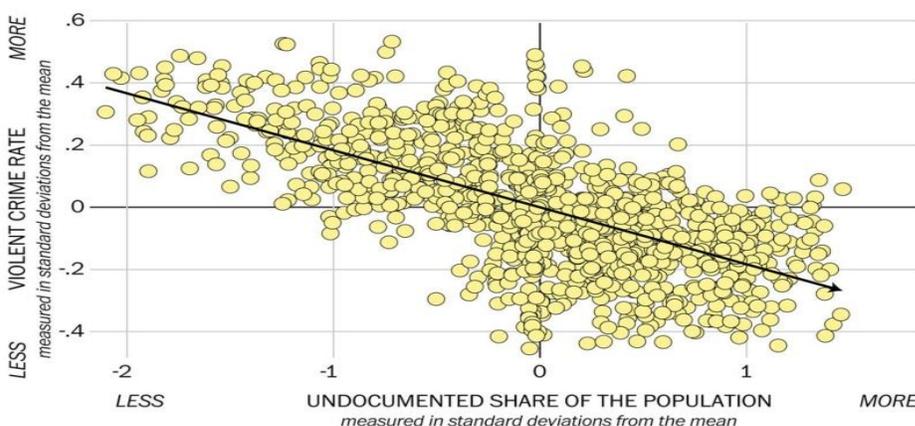
The immigrants are more check.

The local people complain of immigrants.

“Far from immigration increasing crime rates, studies demonstrate that immigrants and immigration are associated inversely with crime. Immigrants are less likely than the native born to commit crimes, and neighborhoods with greater concentrations of immigrants have much lower rates of crime and violence than comparable nonimmigrant neighborhoods. Mary C. Waters and Marisa Gerstein Pineau, eds., The Integration of Immigrants into American Society (Washington, DC: National Academies Press, 2015).

More undocumented immigrants, less violent crime

State-level correlation between levels of undocumented immigrants (bottom axis) and violent crime measures (left axis), 1990 through 2014. Each circle represents one state observed in one year.



Source: Light & Miller, 2018

WAPO.ST/WONKBLOG

Ageing population on the western world

It is not because there is a war that a family can't build a family because life goes on. In each country there is a different kind of migration. Depending on the opportunities to the country and the ease of access.

Exploring white privilege

When I move to a new place, I can be pretty sure that my neighbours will be neutral or pleasant to me.
 Whether I use checks, credit cards or cash, I can count on my skin color not to work against the appearance of financial reliability.
 I can swear, or dress in second-hand clothes, or not answer letters, without having people attribute these choices to the bad morals, the poverty, or the illiteracy of my race.
 I can be sure that if I need legal or medical help, my race will not work against me.

Session IV: 14:30 – 17:30

Media and digital tools in Global Citizenship Education, with practical activities
Alessandra Falconi – Zaffiria Centre

Centro Zaffiria, that is an independent institute based in Italy since 1998, engaged in offering and developing media education, promotion of children's rights and their social participation through the creative use of media formal and non-formal education. Zaffiria implements media education courses, institutional projects, community workshops in various regions of Italy. Institutional projects, community workshops, training, walks in the web between old

and new media, tool-kits and apps are Zaffiria's ways and tools to foster education, participation, creativity, active thinking and play with children and youth.

Practical activities:

<https://www.silencehate.it/2018/10/29/dati-che-mi-riguardano/>

The teachers have to start their class with good questions for students and not with answers. The class will be a research of good answers that you will work in your class.

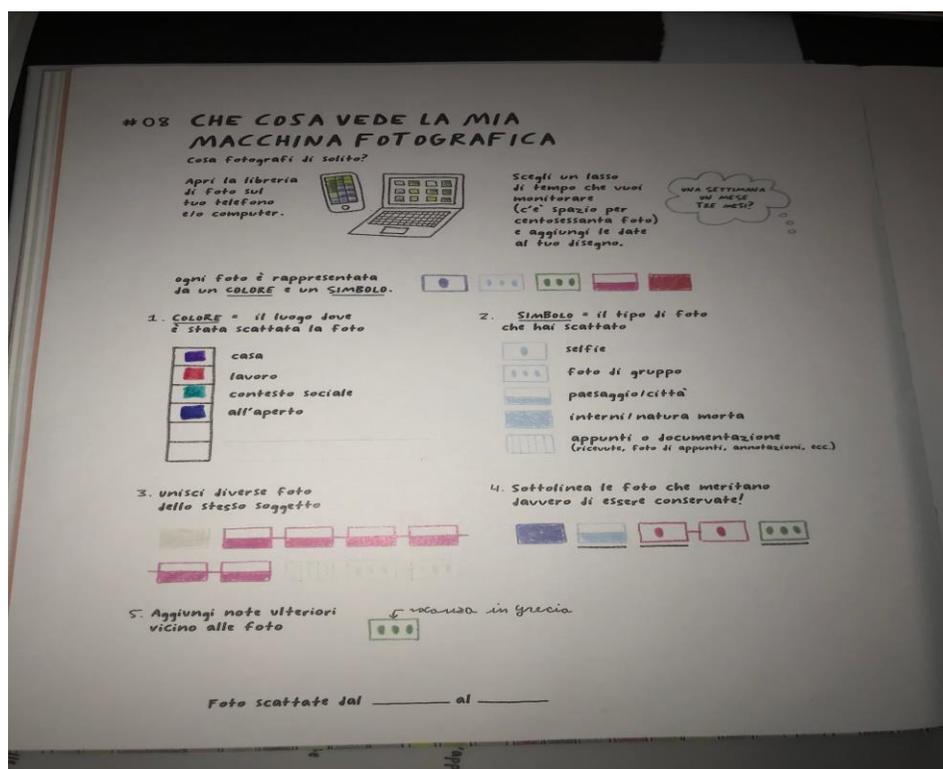
Analysis of the impact on social network

How many comments?

Which comments?

Good example:

<http://www.matteomoretti.com>



Activities:

a) classify 25 pictures with different colours and different shapes.

I.e: Take a picture on your mobile phone. What do you see in the image?

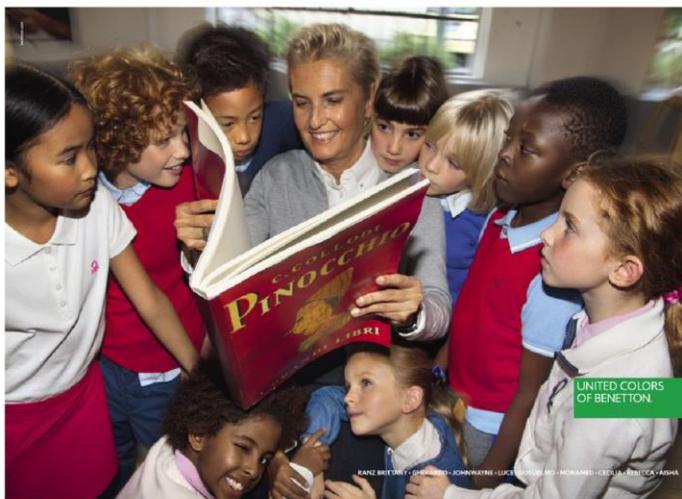
b) look at pictures and express ideas on meanings and feelings expressed.

I.e: picture of clothing campaign of «United Colours of Benetton»

The different campaigns of Benetton are inclusive campaigns, where you can see the diversity of cultures, religions and different nationalities.



Some participants said that this photo refers to the school that means learning, integration but you can see that it is a planned photo and that it is not a real class. This photo highlights multiculturalism



In this other advertising of Benetton we can notice that it is a photo created exclusively for the advertising of the clothes because, as it is possible to see, inside the book of Pinocchio there is no design and no writing.



In this other advertising of Benetton we can see that they are migrants who are going to ask for asylum. For many participants this was a shocking photo but you see racism and class between black and white. It's the “whites” that are helping the “Africans/blacks”.

23RD January 2019

Session V: 9.30 – 13.00

Climate change, sustainable development and migrations in education

Francesco Luca Basile – University of Bologna (f.basile@unibo.it)

Francesco Luca Basile is Professor at University of Bologna and director of the LM course “Low carbon technology and sustainable chemistry”. He is member of the Fairtrade Italy Board. He is part of the scientific committee of HUMUS (network for a social and environmentally sustainable agro-ecology) and of circular economy NGO network (coordinated by A SUD). For 5 years he has been coordinator of the GCAP Italy policy group and part of the board of the GCAP Italy, in the general secretariat of NGO Amici dei Popoli; he has been also, in the FOCSIV and Italian NGOs Association board and member of the CIDSE scientific group on climate change.

Sustainable development

The carrying capacity of a biological species in an environment is the maximum population size of the species that the environment can sustain indefinitely, given the food, habitat, water, and other necessities available in the environment. If carrying capacity is exceeded, living organisms must adapt to new levels of consumption or find alternative resources. “Improve the quality of life maintaining within the limits of the ecosystem carrying capacity”.

<https://enviroliteracy.org/environment-society/population-studies/carrying-capacity/>

Sustainability

Sustainable development and sustainability, although related subjects, sustainable development and sustainability are different concepts

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Natural Capital (stock of natural origin from which can be obtained a good or a service)

Human Capital produced by people

Weak sustainability:

Weak sustainability is an idea within environmental economics which states that 'human capital' can substitute 'Natural capital'.

Strong Sustainability

Contrary to weak sustainability, strong sustainability assumes that "human capital" and "natural capital" are complementary, and not interchangeable.

The non-linear behaviour of ecosystems

Gaia: The organisms not only adapt to the environment they combined action produce a complex control system that act to maintain the good life conditions on earth

The ecosystem and the limit of resilience: capacity to react at an external event adapting or re-establishing the equilibrium.

Food print calculator

Doing different activities with the students so that they understand the severity of climate change is good and interesting. One of the activities proposed by the lecturer is to access the website: <https://www.footprintcalculator.org/signup> and thus be able to calculate the food print. This website helps students do how many are polluting and that making small changes in their lives can help the planet.

Website shows your consumption interactively. For example at the end of the activity you can see how many planets you need if everyone consumed like you. Also comes the ecological footprint and the carbon footprint.

Canada, Australia, E-U → Countries that consume a lot

Climate change – science, representation arts

Climate change has increased in recent years.

The climate change situation is terrible, the polar bears are running out of ice.

The planet is slowly getting warmer and a time will come when the poles will melt. The North Pole will be more affected than the South Pole.

Group activity: how to inspire students not to pollute so much.

In December 2015, the leaders of nearly 200 countries gathered in Paris to define their measures by committing to maintain the increase of the average temperature of the planet below 2 degrees Celsius and to continue their efforts to limit this temperature rise to 1.5 degrees Celsius.

For its part, the UN Intergovernmental Panel on Climate Change (IPCC) released a report that demonstrates the need to set the limit of global warming at 1.5 degrees Celsius. This analysis concludes "Limiting global warming to 1.5 degrees instead of 2 degrees would have obvious benefits for people and natural ecosystems and could be accompanied by a more sustainable

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and equitable society. This will involve "profound and unprecedented changes in all aspects of society."

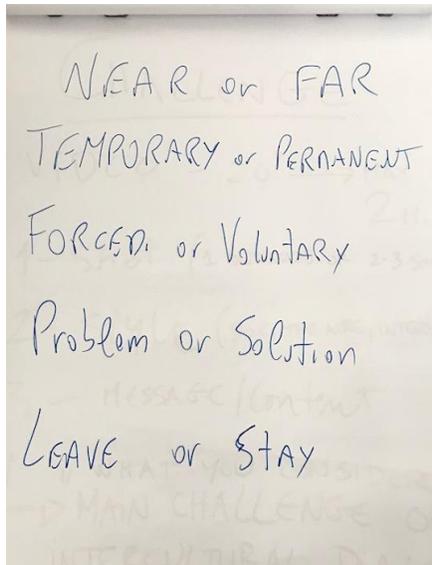
In the face of his challenges, Justin Trudeau delivered a moving speech to the National Assembly of France last April, noting that the risks of global warming must compete with global policies as provided for in the Paris Agreement.

Certainly, strengthening Canada's pre-eminence in the global environmental issue is fundamental and should be the primary focus of the Trudeau government in addressing the challenges facing the world today.

Environment and migration

Activity: define migrants according to following units:

1. Near or Far
2. Temporary or permanent → they leave to look for a job and stay in another country or permanent when it is only a given period.
3. Forced or voluntary → If it is because of a war or armed conflicts, people have to leave by force, but if it is voluntary. It is because they want to look for a better future for themselves.
4. Problem or solution → The fact of going to another country can mean a problem because families have to start from zero. But that may lead to a better life for the family.
5. Live or Stay → There is a population that can't go because they do not have the money to travel or because they live on an island where it is very difficult to leave by boat.



Migrate → find the best conditions for your life

Not all migrants have the possibility to decide. There are some who have to migrate by forcing. Because of climate changes, people leave their homes to find a safer place.

Session VI: 14:30 – 17:30

Participatory Video in Education: introduction and practice

Maria Leonida - Karpos

Speaking with images and sounds

A photo depends on personal perspective, a photo can have different meanings.

Example: the photo of a face of a dog → the dog may say *I am hungry, I am angry, I am bored, etc.*

There are different frames for photos:

- Wide: you see the landscape
- Medium
- 3-Close-up: the photo looks closer

Activities with **Speaking Photo APP** Use of <https://speakingphoto.com/>

Activity 1 → We had to send a picture and say a message → « Walk instead of driving ».

Activity 2 → At the open market: each person has to say what he or she were selling in their language. Ability: Use of the microphone (close, medium and wide sound recording)

a) Activity with microphone set wide: sound could not be heard because the microphone was far away, and everyone was speaking at the same time

b) microphone set close: analyse differences in sound qualities

Activity 3 → Interview on migration issues

24TH January 2019

Session VII: 09:30 – 12:30

Media Literacy: News analysis and workshop activities

Vittorio Cobianchi, Osservatorio di Pavia

Media and reality: a matter of framing

Activity: “War is very complete!”

Analysis and discussion of pictures: dead girl → hypothesis and reality, actually the picture was taken during the earthquake in Haiti

Activity: Migrations, the shifting representation:

Video 1 → Negative representation

Illegality

Police

Young-men

Metaphor → the closed borders

An advertisement by Trump that promotes the walls for the security of the Americans and does not let the immigrants enter because they are criminals. .

Video 2 → Children

Symbols

Metaphor → The school

An advertisement by Clinton → promoting freedom and cultural diversity

Activity: read a text and fill the online questionnaire:

<https://docs.google.com/forms/d/e/1FAIpQLSdO1p2OgnBdDsSSMMHeRfhNiOFHUpNd8iY YXlh3liLgTYfczg/viewform>



Session VIII: 14:00 – 17:00

Participatory Video in Education: introduction and practice

Sandra Oliveira and Marta Branquinho- 4Change

Sandra Oliveira and Marta Branquinho work at the Portuguese organization 4Change in project development. 4Change is a network of professionals contributing to a community where all stakeholders collectively generate social impact. The organization works in consulting, capacity building, projects development in Portugal and abroad. 4Change shares resources, processes, languages and metrics.

<https://www.4change.org/pt/>

The participatory video is a wide category, we will work above all on Collective creation in video, following suggestions from project “Insight share” by a Ngo from Oxford, to allow people to express powerful ideas, make advocacy while working together

Projection of a short documentary about video-making good practices from “Insight share”

<https://insightshare.org/videos/>

Best ways is to work in groups, using separate tables

Suggested activity for the workshop focus on the use of picture and video

Step I: discuss thematics through sessions of Media Literacy

Step II: creative writing workshop to work on the script, story board -> capacity building

Step III: sessions about sounds and filming with partnership with University

Step IV: turn videos with smartphone

Q&A about technical questions

Two Challenges were given before the Session:

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In Challenge 1 Participants were asked to take a picture of a "Human right" (something wiche can represent a the Idea of Human Right)

In Challenge 2 they were asked to make a video in groups (it can include interview, documentary, fiction, joke or a self declaration.)

Instructions given:

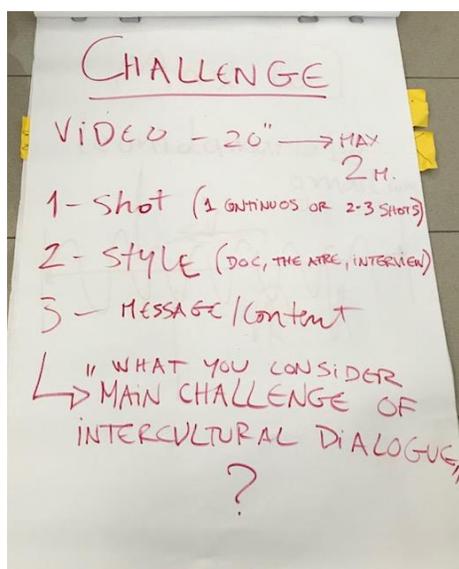
- Film what is the main challenge for intercultural relation
- Video max 2 minutes

Make a choice about:

Shot (continuous or separates)

Style (doc, artistic, interview etc)

Message (main message fiven): thematics and discussion on them, voting to choose or ahort assembly.



Videos produced by participants represented the “cultural shock” trying to define the main challenge of Intercultural dialogue.

The goal of this exercise is to include the students in a group and carry out a group activity: al decisions are taken through discussion, everybody has an essential role, as anyone has a different role in the execution of the film/video. (ex. One for the camera, another one for the speaker, editing and so on.), present and show the video to an audience ->advocate

Activity about story telling. Participants read a story of a migrant. The aim of the exercise was to represent the migrant experience throughout the associated use of drawings and key-words.

1.
 I will never forget that day in August 2012. The army entered my neighborhood and started a fight with civilians. It started at night, 1am or 2am, and continued until the next morning. A lot of people died out there, most of them were young. The army used all kinds of weapons - heavy tanks, heavy weapons, helicopters - against civilians. There were individuals dressed in military uniforms who stopped citizens on the streets and asked if they supported the army or if they supported the rebels. You never knew if the person asking you was a member of the Syrian army or a soldier of the rebel group. You could be shot for giving the wrong answer; it was basically a matter of life or death and you had no right to make a mistake. After that, I ran away.

