



MIGRATION  
AND RIGHTS:  
BUILDING  
DEVELOPMENT  
TOGETHER

# PROJECT GUIDELINES



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## Project AMITIE CODE

Awareness on Migration, development and human rights through local partnership - Capitalizing On Development  
[www.amitiecode.eu](http://www.amitiecode.eu)

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# 1 PROJECT ORIGINS AND CONTENTS

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AMITIE CODE – awareness on migration, development and human rights through local partnerships - capitalizing on development” is a global citizenship education and human rights education project, made of training activities targeting local authorities, secondary school teachers, youth and students. It foresees the participation of migrants associations in Italy, Latvia, Spain, Portugal, France and Germany.

## 1.1 Shared values and commitments (Authors: Lucia Fresca and Annalisa Furla)

With these guidelines, the project partners would like to present the project objectives and the methodology of work **to any potentially interested citizen or organization in their country**, with a view to informing them about the project AMITIE CODE, but also to engaging them in the action at any stage, should there be an interest in taking an active role. For this purpose, it seems important to share which constituent values and guiding principles inform the partnership.

At the same time, the joint partners’ effort of co-writing the guidelines, as an initial common activity, also serves to collectively reflect on common values, to promote a consistent implementation of the activities in the different national contexts and to support the building of a European vision on global citizenship education for the activation of the migration and development nexus. These pages are also a sort of gentlemen’s agreement recognizing that procedures and methodologies of implementation are functional in the obtaining of the expected results.

Those provided in this paragraph are the **values** which the AMITIE CODE project builds upon. The assumption is that **commitment** to those values is not something external, or

preliminary to the implementation of the project but rather an integral part of the process. While each of them is to be thought of in its close interrelationships with the others, the principles hereafter briefly described are valued not only per se but more crucially for their impact on the quality of the action. In this sense, they are vital to adequately frame and contextualize the objectives of the project as well as to orient the partners’ common and individual methodology, practices and cooperation procedures throughout the project; they are vital in order to ensure their practical and theoretical commitment to the AMITIE CODE approach.

According to the Manual entitled Human Rights and Social Work issued by the Centre for Human Rights of the United Nations in 1994, **human rights** are inseparable from the knowledge and practice of all the people who work in the social work, by **social work** meaning: “a human rights profession, having as its basic tenet the intrinsic value of every human being and as one of its main aims the promotion of equitable social structures, which can offer people security and development while upholding their dignity” (p. 3). First and foremost, human rights are part of our national and European legal framework, expressing the core values, standards and objectives which our contemporary societies are built upon and thus the norms our systems have to be compliant with. Secondly, as highlighted by the Office of the United Nations High Commissioner for Human Rights<sup>1</sup>, adopting a human rights-based approach means focusing on the realization of the rights of the people who are **excluded or marginalized**,

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1 Office of the United Nations High Commissioner for Human Rights (2006) Frequently Asked Questions On A Human Rights-Based Approach To Development Cooperation , United Nations, New York, Geneva, pp. 16-18, available at: <http://www.ohchr.org/Documents/Publications/FAQen.pdf> (accessed 13 November 2015).

or of those whose rights are at risk of being violated. Such an approach requires adoption of a holistic view, which always takes into consideration the environment in which we operate and interact in its entirety, from the individual, family and group dimensions to the broad social, political and legal ones. It requires constant value and focus on the **participation** and **active role** of the people, of all the people, concerned and involved in each activity. While thus a human rights-based approach has an intrinsic value in moral and legal terms it is also instrumentally valuable in improving the quality of our actions.

In every action that adopts a human-rights based approach, as the AMITIE CODE project does, the issue of **individual, collective** and **institutional responsibility** is crucial. While the institutional responsibility to operate and define its own objectives and procedures in line with international and national human rights norms and standards seems to be more evident, the same responsibility applies to the individuals who have, in addition, as highlighted by the Office of the United Nations High Commissioner for Human Rights, “general responsibilities towards the community at large and, at a minimum, must respect the human rights of others”<sup>2</sup>. The same human rights obligations connected to formalized groups, international organizations and other non-State actors being, on the other hand, the **collective** dimension of some human rights are often crucial for the meaningful recognition and realization of a right.

The formal, active, informed and sensitive **recognition** and **involvement** of local/regional **communities** is in fact another crucial value/commitment which underlies the AMITIE CODE approach as such a process of recognition and involvement has an important impact on the ability of: understanding the multiple,

different, overlapping, and at times conflictual contexts that are crossed by any intervention; sharing and acquiring ideas, insights and perspectives; ensuring the identification of activities and procedures which are more likely to respond to the needs of the context and to the expectations of all the actors involved.

We believe that **valuing diversity** is a crucial educational and professional competence. It is the capacity to manage all people equitably, to support equal and fair treatment and opportunity for all and to foster a climate of inclusion, where **diverse thoughts and forms of expression** are freely shared and integrated. The UNESCO Universal Declaration on cultural diversity affirms that, in our increasingly diverse societies, it is essential to ensure harmonious interaction among people and groups with multiple, varied and dynamic cultural identities as well as their willingness to live together. Cultural diversity is in this sense one of the roots of development, understood not simply in terms of economic growth, but also as a means to achieving a more satisfactory intellectual, emotional, moral and spiritual existence. Diversity must therefore be preserved, enhanced and handed on to future generations as a record of human experience and aspirations so as to foster creativity and dialogue.

We consider the project as a means to establish a durable **cooperation** among partners, to recognize each other’s role, facilitate it and work together in order to promote a change in our cities. Our cooperation is based on **inclusion** and **openness**. By inclusion we mean the practice of not excluding **participation** on the grounds of race, colour, sex, gender, sexual orientation, language, religion, political or other opinion, national or social origin, property, birth or other status. By openness we mean the use of an undisguised and sincere communication amongst ourselves and the commitment to promoting **reception and enhancement** of ideas and proposals put forward by beneficiaries of project activities, stakeholder groups or new actors who show

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2 Ivi, p. 4.

an interest in the project or the issues in question.

The consistent adoption of a human-rights based approach also leads to design and implementation of **sustainable** and **replicable** activities because it aims, through the recognition and value of the active role and participation of all actors, to empower actors, reinforce skills and strengthen mutual knowledge, cooperation and information procedures. Being based on the recognition and involvement of local/regional communities and on an inclusive and open approach, the AMITIE CODE intends to connect and build upon existing or past positive experiences and to respond to the real and persistent needs of people and territories, without replicating what has already been done and, at the same time, without “reinventing the wheel”.

Aware of the fact that **communicating and informing** on the project is a challenge because of its educational nature and because of the complexity of the issues in question (even more so in times when migration is often wrongly referred to as a security and economic threat to European societies), we share the communication priorities to respect human dignity and support fairness, solidarity and justice, and to improve public understanding of the realities and complexities of development. The communication and information tools should therefore be **accessible to all**, available and understandable data should be made use of, all images are to be ensured they come with clear references to the country or person pictured, ensuring that – wherever feasible - those whose situation is being represented or told have the opportunity to communicate their stories themselves, the use of stereotypical language or images is to be avoided and both traditional and new media should be used.

## 1.2 Lessons learnt from the AMITIE project: reducing distances through knowledge

*(Author: Lucia Fresca)*

AMITIE CODE is the continuation of the project AMITIE which aimed to improve the communication skills of European local authorities and non-state actors on migration and development. These skills are considered as key actions to generate a greater level of awareness among citizens and local communities on the processes that link migration to global development, to foster understanding of the reasons for migration, to support and accompany the cities into demographic change and cultural diversity, and to counter a mainstream communication that normally does not help to identify complexity.

AMITIE partners, including representatives from Latvia, Italy, Spain, Romania and Brazil, agreed that in order to activate an effective inter-cultural dialogue it is necessary to refine the operators’ expertise to reach a wider public, in order to overcome the risks of reaching restricted circles of citizens who are already sensitive and thus overcome also the risk of neutralising the efforts made to promote an open and plural society.

AMITIE took place from March 2011 until May 2013 and carried out the following activities, all focused in one way or another on reducing the distance through knowledge (of the issues, of each other, of different countries and cultures, of institutions and roles):

- an **academic research** on migration, development and human rights (MDHR) in Latvia, Italy, Spain, Romania and Brazil;
- 4 cycles of **focus groups on social communication**, involving 135 individuals among whom were migrants, new citizens and other interested actors in Romania, Latvia, Italy

and Spain, producing Final Recommendations on how to deliver an efficient communication campaign on MDHR<sup>3</sup>;

- **online training platform** on MDHR, used by 111 students;
- **training of civil servants** on Migration, Development and Human Rights through a post-graduate e-learning platform (81 people trained: 21 in Latvia, 30 in Spain and 30 in Romania);
- training of 30 civil servants and development workers through a **Higher Training Course** on Migration, Development and Human Rights in Italy<sup>4</sup>;
- **updating workshops for teachers** of secondary schools to learn methodologies and test tools for integrating MDHR contents in traditional education curricula, delivered in AMITIE partner countries, involving 85 teachers, including school directors;
- **school workshops for students** of secondary schools delivered in AMITIE partner countries, involving 550 students<sup>5</sup>;
- **transnational communication campaign** based on the claim *“This is my story. Or ours?”* and composed of an international festival attended by around 10.000 people, numerous events and seminars with various stakeholders, online and offline communication tools, such as animated infographic and a dedicated blog<sup>6</sup>.

The project has been presented by the European Commission as a local authority good practice on global citizenship education,

3 <http://www.youtube.com/watch?v=2wTaEtgmEBQ> <http://www.comune.bologna.it/amitie/training.php?id=13>

4 <http://www.comune.bologna.it/amitie/training.php?id=61>

5 <http://www.comune.bologna.it/amitie/training.php>

6 <http://www.comune.bologna.it/amitie/campaign.php>; <http://www.comune.bologna.it/amitie/festival.php>; <https://www.youtube.com/watch?v=L1Ya7ZuYGr4>

especially with regard to its features of **participation** and **creativity**.

Partners stated that the same activities prompted different results, depending on the city involved and mainly due to the different composition of the partnership. Indeed, where the partnership was more numerous and varied, the results included a process of change into local authorities' practices or policies. The process of **direct involvement of “new citizens”, communities and diaspora associations** has strengthened the partners' knowledge about the variety of civil society resources, especially useful for local authorities; it has allowed the expression of cultural diversity; it has allowed the **creation/strengthening of relationships among different actors and projects**, for example between those traditionally identified as “cooperation actors” and the “immigration actors”, and it has offered a space for migrants to be protagonists and producers of European “urban images” and stories. Every person involved in this project learnt from the **variety of partners and people involved**, bringing **different fields of expertise** and **different approaches** to working on the same themes.

Participation in the proposed activities was high, constant and varied in terms of categories of participants, thanks to the diversification of the events that were offered. A participation that can be described as wide and full is considered to be a good indication to believe that participants will have retained new knowledge or at least have been positively influenced. Policy-makers also attended meetings and events, especially in those cities where there was a partner local authority. The Spanish partner reported instead a difficulty in encouraging participation in trainings or campaign activities without any payment or compensation because generally people and institutions do not have available budgets to attend non-compulsory activities. It is important to consider this risk and focus on the accessibility of



the activities and on incentives for participation.

The importance of **planning education activities in advance**, especially when working with schools, was shared everywhere. One of the positive aspects was that teachers were actively involved by carrying out the student labs **during school time**, this meant that all students were present and teachers could see how to organise similar activities and how to manage debates on themes such as styles of consumption, individual and community responsibilities on global development. A second positive aspect noted was the **cooperation with cultural mediators** who work in schools.

The combination of the **theoretical knowledge** on migration issues **and practical non-formal education exercises** helped students to understand that migration is a complex process and that positive aspects of migration do exist and they have/are a development factor/potential for European communities. A greater knowledge of the different cultural expressions and communication channels were spread among the students and the teachers; moreover, communication among native and foreign students improved thanks to activities aimed at mutual understanding.<sup>7</sup>

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7 In Bologna, the following questions were used in order to raise interest and stimulate inter-action about the issues:

1. Is migration a right?
2. Is migration a source of development for the economy and the whole society?
3. Can we consider development as human right?
4. Can migration be a resource also for the migrant's country of origin?
5. How does the migrant citizen contribute to our country's national wealth and welfare?
6. Can the freedom of movement and circulation favour better opportunities for development both in the country of origin and in the country of residence of the migrant citizen?
7. How do migration policies influence the chances for a foreign citizen to be a resource and a source of wealth for the country where he/she live?
8. How to communicate migration as a development process?

An unexpected result of the training activities for local authorities and NGO operators has been the **exchange among professionals** in the different areas and departments. Participants' feedback was very good and positively influenced cooperation among them. Civil servants learnt about the importance of internal and external communication in terms of it being a powerful tool to create connections, promote spaces for dialogue and strengthen mutual knowledge and trust, also towards their activities. The University of Bologna reported how it had learnt to be more committed to working on a regular basis with local authorities and associations.

The raising awareness campaign, led by Cineteca di Bologna, created a **participatory space for discussion and communication** where migrants were protagonists, which however should have lasted longer than 6 months for a real impact to be made towards social and political change. The end of the project has in some cities created a slow-down in social relations and communication which now has an opportunity to be revitalised with the new project phase. Each partner city offered strategic locations for the campaign events and materials. The potential for increasing the number of low-cost activities which nonetheless have a huge educational impact has been acknowledged everywhere.

All partners agreed that the **major impact was achieved through the communication campaign, as well as through training and school workshop activities**. Different activities were planned for different target groups whose specific needs were taken into account and the methods chosen were relevant for each group. The **broader audience**, addressed through the campaign, generally assessed the decision to have real testimonials willing to share their stories with the local community to be very effective.

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9. How to favour a real participation of migrant citizens to the building of a local integrated community?

Furthermore, testimonials were satisfied with and thankful for their involvement as it helped them feel integrated into the host society. Generally, the audience liked the campaign because it was not targeted at teaching them how to think “in a correct way”, but showed real people who were involved in studying, working, and volunteering; that is activities for public benefit.

**Gender equality** was promoted by foreseeing an equal number of female and male participants in the activities, among key speakers at the events, among testimonials and all other activities. **Environmental sustainability** was assured by carefully using the physical resources the project had to try to reduce the use of paper, electricity, fuel and consumables as much as possible.

**Cooperation among partners** was excellent but could not overcome a distance created by a new political leadership in the City of Recife. In addition to coordination meetings, regular contacts among partners were held by e-mail, phone or skype in order to solve problems and exchange views on the following steps of project implementation.<sup>8</sup>

The project helped **establish good cooperation with journalists** in Latvia, while the media engagement was less visible in the other countries. The relationship with **State authorities** has been poor and should have been addressed more adequately in order to support sustainability and replicability of project activities.

Last but not least... the **relationship with final beneficiaries and target groups** has raised expectations and ideas which

AMITE CODE partners would find useful to address and reconsider when continuing the project.

### 1.3 Migration, Development and Human Rights

*(Author: Annalisa Furia)*

Migration, Development and Human Rights are complex and crosscutting phenomena. The comprehension of their multiple dimensions and links together with their integration in policies, practices and procedures represent the key challenges for our societies in the coming years. .

**Migration** can no longer be presented as an occasional phenomenon as it has been in the past, and will surely continue to be a structural component of our societies in the future. Despite being frequently framed in economic or security terms, migration is a “total social fact”, that is a phenomenon that has implications throughout society, involving the economic, legal, political, cultural and religious spheres. It is a dynamic and ever-changing phenomenon that has a conspicuous impact on the lives of those who migrate but also on those who encounter, interact, live and work with migrants and people on the move. Although it can be connected, and is so frequently in public debate, with ideas and images of tragedy, suffering, abuses and criminal activities, migration is also a crucial resource. In itself it is a call for a change and if adequately framed and valued it can become a precious vector of change.

**Development** has been conceived, for the most part of its rather short history, as economic growth and transfer of technology, which is as an increase of national income to be measured in GDP terms. The founding, general idea was that economic growth and technology could foster the comprehensive, meaning also social, educational and political, development

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<sup>8</sup> “We had to overcome our own diversity internal to AMITIE partners (of cultures, backgrounds, professionalism) allowing us to reach consensus towards the direction and vision for developing the campaign and in general the project, especially valorising our different capacities, ideas and inspirations which then made the AMITIE products so strong and transnational.” (Giulia Grassilli, AMITIE campaign coordinator)

of societies. The analysis of the many failures of development cooperation projects together with the radical shift of paradigm propelled mostly by Amartya Sen and Mahbub ul Haq has led, since the 1990s, to the adoption of a more appropriate notion of development; that of human development. **Human development**, as clearly stated by the Human Development Programme, is about “expanding the richness of human life, rather than simply the richness of the economy in which human beings live. It is an approach that is focused on creating fair opportunities and choices for all people”.<sup>9</sup> Rather than focusing only on economic growth, human development focuses on the well-being of people, on the enhancement of their capabilities to be and to do what is relevant for their lives.

From the wide number of UN Conventions and Declarations, to the EU Charter of Fundamental Rights and to national Constitutions, **Human Rights** norms and principles are part of our national and European legal framework. They provide our societies with founding values, standards and principles of action and common objectives. Often accused of being used as an instrument of Western hegemony/interests, the protection and promotion of human rights in contemporary societies is mainly concerned with the promotion of equality and non-discrimination through the reinforcement of social services and the institutional recognition of differences through the recognition of individual and groups’ cultural rights and rights to participation, as well as through the setting-up of adequate and multilevel training strategies, targeted empowerment processes and accessible communication campaigns. Human rights are thus precious components of our lives, precious tools to redress inequality,

abuses and discrimination. Their protection cannot be conceived as a burden to be imposed on others. It should be rather conceived of as a common, collective and individual, duty.

Each of these issues (Migration, Development, and Human Rights) can be, and often is, addressed separately, by drawing on the set of knowledge, languages and technicalities specific to each sector. Only quite recently, and as a result of the strong call for integration and coordination from scholars and practitioners, has the development-migration nexus become very high up on the international and European agenda.

As highlighted by the AMITIE Context Report, which provides the theoretical framework which AMITIE CODE builds upon,<sup>10</sup> an initial way to connect development and migration was expressed in the 1970s through the ill-conceived slogan “Let us help them at home”. Later on, migration policies came to be based on the myth of the return – sooner or later – of migrants to their “homes” and on the conceptualization of migration only in its economic dimensions.

A more elaborated and complex way to connect migration and development was offered, starting in the 1980s, with the concept of **co-development**. According to Sami Naïr, co-development is “a proposal to integrate immigration and development in a way that both the country of origin and of reception benefit from the flow of immigration. That means to create a relationship by consensus between the two countries in which the contribution of immigrated people in the country of reception doesn’t mean a loss for the country of origin”<sup>11</sup>. This complex concept implies

<sup>9</sup> Human Development Programme, *What is Human Development?*, available at: <http://hdr.undp.org/en/content/what-human-development> (accessed 12th November 2015).

<sup>10</sup> The Amitié Context Report was written by Bernardo Venturi, Gustavo Gozzi and Annalisa Furia in the first phase of the Project AMITIE. The Report is available at: [http://www.comune.bologna.it/amitie/allegati/1329396739\\_Context%20Report%20%20full%20text%20web.pdf](http://www.comune.bologna.it/amitie/allegati/1329396739_Context%20Report%20%20full%20text%20web.pdf) (accessed 12th November 2015). See in particular pp. 6 and 7.

<sup>11</sup> See *Ivi*, p. 6.

something very different from “Let us help them at home”. It implies the idea of migrants as active protagonists of development processes, of common projects which can be beneficial to both the communities of origin and of destination and of multiple links and forms of inclusion, recognition and integration “here” and “there”. Although fascinating, that concept of co-development can however be used only as a ‘buzzword’ for more traditional projects in which migrants are involved as mere beneficiaries or ones which are aimed at facilitating the return of migrants or, more simply, the circulation of remittances.

More recently, in September 2006, the High-level Dialogue (HLD) on International Migration and Development was organized by the United Nations General Assembly to discuss the multidimensional aspects of international migration and development. The conclusions of the High-level Dialogue have led to the adoption of many documents and strategies, among which is the Communication from the Commission entitled “Maximizing the Development Impact of Migration” (COM(2013) 292 final). The second UN High-level Dialogue on the matter took place in 2013 and led to the unanimous approval of a Declaration in which the need to address “the complex interrelationship between migration and development” is reiterated along with the need to promote “the human rights and fundamental freedoms of all migrants, regardless of their migration status”<sup>12</sup>.

Beside the official documents and declarations, integrating Development, Migration and Human Rights is crucial in order to effectively address the challenges posed by migration phenomena and the inequality of capabilities throughout the

world. But it is a complex and difficult task, as it does not simply mean that migrants should become “tools for development”, or that development cooperation should be enhanced in order to prevent migration. Rather, it means to be aware of the impact and mutual implications among Migration, Development and Human Rights, among all of them and not just two of them. It means to endeavour to address, in theory and practice, those issues in a coordinated and integrated manner and to maintain a critical approach towards any instrumental use of concepts or theories or any compartmentalized solution and approach.

It means to put the people, be they nationals or migrants, and the communities of people at the centre of any action and interaction. It means to advocate for a real, and thus **extremely difficult and challenging, change** in the ways we think and act about Migration, Development and Human Rights.

#### 1.4 The 2030 Agenda for Sustainable Development (Author: Ulrich Schenck)

Another source of the projects’ foundations is a fairly new one: **the 2030 Agenda for Sustainable Development**” of the United Nations Assembly. This overarching approach to reformulate the Millennium Goals and to broaden the horizon for politics and politicians very much mirrors principles which are in line with this projects’ aims and objectives.

On September 25<sup>th</sup> 2015, the General Assembly of the United Nations passed a new agenda: the “2030 Agenda for Sustainable Development”<sup>13</sup>. The new agenda, revising the

<sup>12</sup> See *Declaration of the High-level Dialogue on International Migration and Development* (A/68/L5), points 2 and 10, available at: [http://www.un.org/ga/search/view\\_doc.asp?symbol=A/68/L5](http://www.un.org/ga/search/view_doc.asp?symbol=A/68/L5) (accessed 12th November 2015).

<sup>13</sup> For further reference see: <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

former “Millennium Goals”, follows a universal approach and assigns more responsibilities to the developed countries. It also forms the basis for a changing global partnership. The 17 newly developed Sustainable Development Goals (SDG) link the principle of sustainability with economic, environmental and social development.

What are the new dimensions? One significant change is **SDG16**, which focuses on the importance of peace, good governance and inclusive institutions for sustainable development. As a first reaction, external experts stated that the sensitivity of SDG 16’s subject-matter meant that it was not possible to formulate the goal in a concise, easy-to-communicate and – last but not least – action-oriented way.

Furthermore, the authors of the agenda acknowledge the relevance of the regional and local structures, regional economic situation and the special challenges of the sustainable development. “Regional and local frameworks can facilitate the effective translation of sustainable development policies into concrete action at the national level” (chapter 21).

Additionally, there are more transnational actors than ever involved in international relations, including commercial enterprises with global operations, philanthropic foundations (such as the Bill & Melinda Gates Foundation and Open Society, founded by George Soros) and international non-governmental organizations such as Greenpeace.

Important for building partnerships on the different spatial levels is goal 17 with the title “Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development”.

The promoters of the Agenda write that they need “a revitalized and enhanced Global Partnership and comparably ambitious means of implementation” (chapter 60). They hope that the document will foster a stronger global engagement, bringing

together governments, civil society, the private sector and other actors and mobilizing much more resources.

Last but not least follow-up and review processes at different spatial levels are planned, they will be open, inclusive, participatory and transparent – and enhance the involvement of all relevant stakeholders:

- on the national level all Member States shall be supported to develop ambitious national responses to the overall implementation of the Agenda. These can build on existing planning instruments, such as national development and sustainable development strategies;
- follow-up and review at the regional and local levels can provide useful methods for peer learning, including through voluntary reviews, and the sharing of best practices and discussion on shared targets. Cooperation with regional and local authorities and organizations shall be initiated.

Equally important and inspiring for the development of the AMITIE CODE project is **SDG 4** that focuses on education and it aims at ensuring inclusive and equitable quality education and promotion of lifelong learning opportunities for all. Target 4.7. in particular states the following: “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.” Although indicators for 4.7. are still under discussion when writing these guidelines, the UNESCO “Education 2030 Agenda” is the framework for implementation of 4.7., which sets a **cognitive, socio-emotional and behavioural approach**, i.e. a “transformative” approach.

## 1 PROJECT ORIGINS AND CONTENTS

To summarize, the definition and proclamation of the SDG 2030 Agenda has informed and influenced the project, underlining the importance of the co-development and educational approach and inspiring the path this project has chosen: to work on a local level towards a change of global issues. The need for decentralized actions and networks, the forming of bonds between cities in developed and less developed countries has been emphasized by this Agenda.

## 2 PROJECT OBJECTIVES

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The objectives of this project are described below. They are thought out as a continuation of the previous project AMITIE, but take the action further. Still based on the same values and principles, the objectives are now framed to be spread out into the local communities: practices will be tested and implemented, engaging the stakeholders able to continue this effort after the lifetime of the project, and the engagement of relevant actors will be crucial to this step. To make a lasting impact, local authorities should have a relevant role, but equally as important is the engagement of the local communities.

### 2.1 From raising awareness to testing practices (Author: Lucia Fresca)

AMITIE CODE is a development education project (or global citizenship education) in the field of non-formal learning that includes 14 partners in 6 EU countries and is coordinated by a local authority. Local authorities have been recognised by the European Union as having an increasingly important role in development education and awareness raising activities. In fact, as political actors they might have specific competences in areas relating to development, such as migration and education for example, and their actions may result in policy changes and in a change of attitude of citizens, which could in turn influence national policies.<sup>14</sup>

AMITIE CODE is about **translating the migration and development nexus from awareness into practice**, by using a human rights based approach. This paragraph will briefly recall the main features of EU policy and the aspects that AMITIE

CODE intends to develop through practice.

In December 2005 the European Union adopted a **Global Approach to Migration and Mobility** (GAMM) to tackle the migration phenomenon in an integrated manner, in partnership with third countries, identifying three main issues: legal migrations, irregular migrations, migration and development. In December 2011 a fourth pillar was added on international protection and asylum.

A 2007 EU report on **Policy Coherence for Development**<sup>15</sup> clearly states that policies other than development cooperation have a strong impact on developing countries, however awareness amongst non-development departments remains low. Trade, environment, climate change, security, agriculture, fisheries, employment, migration, information society, transport and energy are the policies in question as having an effect on the economic, social, environmental or political situation and prospects in developing countries. From these policy areas, some outstanding issues were identified where synergies with development policy could be strengthened and one of these was migration.

In 2013 the European Commission stated that effective policy coherence is of key importance for effective integration of migration into development policies and should be pursued at and between all relevant levels, including regional and local ones. It stated that development planning carried out by local authorities warrants greater attention as cities have the potential to act as catalysts of social change. Further messages were that effective **engagement of civil society in local planning** on migration and development must be pursued and that, in order to maximise the benefits of migration for development, more work is needed to

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<sup>14</sup> European Commission Staff Working Document, DEAR in EU-ROPE, SWD(2012) 457 final.

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<sup>15</sup> Commission working paper – EU Report on Policy Coherence for Development COM(2007) 545 Final.

provide a sufficient knowledge base.<sup>16</sup>

The relationship between migration and sustainable development is now reflected in the 2030 Agenda for Sustainable Development, which underlines how migrants contribute to development, and how better governance of migration can reduce global inequalities.<sup>17</sup>

However, in 2015, an article analyses international policy discussions on migration and development and contrasts these with the actual policies and practices of 11 European countries who were among the main proponents of the international discourse. A desk research provided the basis for a comparative analysis of their overall migration and development policies and strategies and institutional settings for formulating and implementing these. The comparison shows that policy and practice remains in a tentative and experimental phase, and that countries experience difficulties reflecting their international positions in their own policies. While stressing the developmental potential of migration in international discussions, most of the countries' policies still reflect an understanding of migration as a problem with short-term domestic interests.<sup>18</sup>

In the GAMM, greatest attention has been given to national policies and actors, putting to one side important, numerous and extremely creative institutional actors, namely local and regional authorities. With focus and priority on the management of migration traditionally given to national actors, it is only very recently that the international community has started to recognise

local authorities as important actors in the field of migration and development. The UNDP Joint Migration and Development Initiative (JMIDI) was a pioneer in this field, in 2008, and has just published a white paper on mainstreaming migration into local development planning, together with International Organisation for Migration.<sup>19</sup> The White Paper confirms an understanding of the link between migration and development that recognizes its complexity and the mutual influence, both positive and negative, migration and development exercise on each other and it states the **necessity to adopt a rights-based approach to migration and development**, where the **respect of the rights of migrants is understood as a prerequisite to any other form of policy**.<sup>20</sup> It further suggests acknowledgment of migration as a phenomenon of multidirectional movements and of “human mobility” as a more suitable concept than “migration” in a local context, since it better encompasses the complex and varied nature of the movement of people in relation to development opportunities.

During AMITIE CODE, as not all partners participated in the first phase, the new partners will have an opportunity, through training activities, to engage in understanding the local/regional features of migration and development, in terms of trends and patterns, but also from a social, cultural and economic point of view. All partners will set-up multi-stakeholder consultation mechanisms and ensure the participation of migrants in project coordination. They will also provide **institutional support to networking and strengthening of migrant associations** as well as the mechanisms that enhance their capacities and ensure

16 Maximising the development impact of migration – The EU contribution for the UN High-level dialogue and next steps towards broadening the development-migration nexus COM(2013) 292 Final.

17 <https://sustainabledevelopment.un.org/post2015/transforming-ourworld>

18 Theory and Practice? A Comparative Analysis of Migration and Development Policies in Eleven European Countries and the European Commission, Niels Keijzer, Julie Héraud and Malin Frankenhaeuser, 26 MAR 2015

19 White Paper: Mainstreaming Migration into Local Development Planning and Beyond, 2015, <http://publications.iom.int/books/white-paper-mainstreaming-migration-local-development-planning-and-beyond#sthash.WYqbWSMr.dpuf>

20 See also, AMITIE Context Report, “A human rights-based approach”, at pages 13-20, [http://www.comune.bologna.it/amitie/allegati/1329396739\\_Context%20Report%20-%20full%20text%20web.pdf](http://www.comune.bologna.it/amitie/allegati/1329396739_Context%20Report%20-%20full%20text%20web.pdf)



the sustainability of their actions, with a view to promoting co-development projects with origin countries but also to fostering social inclusion through participation of host cities.

With AMITIE one of the objectives was to raise awareness and develop a sense of ownership on the relevance of policy coherence within local authorities, especially at the technical, cross-sectoral level. However building coherent policies is not an easy task, for it requires a long-term strategy and indeed there are few examples of effective policy coherence on development at the local level. With AMITIE CODE the effort will be to suggest how to elaborate or refine such policies.

AMITIE CODE chose some fields of intervention, which are education and training of multipliers (civil servants, migrants associations and teachers), students, youth and diaspora engagement, mobilization of traditional and new stakeholders and strengthening of transnational partnerships on M&D.

The action further intends to actively engage students and youth, thanks also to the presence of the European Coalition of Cities Against Racism (ECCAR) in almost 80 cities and 22 countries, to promote equality, human rights and sustainable ways of living, starting from the inter-cultural capital they bring along. As for multipliers, education actions target secondary school teachers, civil servants and associations of migrants in order to strengthen policies and to build on skills and capacities to activate the migration and development nexus. The projects' objectives, as it will be further explained in the coming pages, are to mobilize a greater citizens' support for fairer relations between developed and developing countries by promoting city-wide visibility actions and to refine policies through training, cooperation and education targeting key-actors and multipliers.

## 2.2 Ensure the commitment of local governments

*(Author: Heike Kölln-Prisner)*

Although development and migration policies are decided on a national and international level, the local authorities play an important and **vital role in implementing them at the local level**, often dealing with challenges and shortcomings. But furthermore, their role in implementing decentralized actions, together with NGOs, in particular diaspora migrant organizations or development organizations is visible to the citizens. What's more, citizens might have an influential role at a local level, thus shaping the discourse and the actions of decentralized cooperation.

**Local authorities can be involved in various ways:** the mayors of cities, the social department, the education department, the department of labour, the urban development department responsible for housing and green space, even the police and other authorities dealing with citizens in everyday situations and, often enough, in exceptional circumstances.

Local authorities can set up **twinning activities**, thus influencing the communication between local authorities in both cities. They can involve active citizens and schools in those activities, making sure that the twinning is active on different spatial levels and in lateral connections.

Local authorities can influence their own policies according to fairness in trade, reception measures, and integrational education and in many other ways: through implementing policies influenced by a co-development philosophy, they can give an example and promote co-development openly and constantly.

In the process of formulating the "Sustainable Development Goals 2030" (SDG, see the chapter above), local authorities are playing a key role in the definition of Goal 11 and Goal 17.

SDG 11 (Sustainable cities and communities): among the

targets described in this sector, the inclusive, affordable and sustainable access to **housing, education, open and green spaces** within cities is stressed as very important, in particular for vulnerable groups such as women and children. Local authorities can, within their means, work towards an open and diverse climate, providing space and opportunity to meet, exchange views and experience, to give and receive help and support within the civil community of the city.

SDG 17 (Building new partnerships): among the targets described in this sector, the sharing of technological achievements and developments is important to **bridge the gap between developed and less developed countries**. Universities, research institutes and other bodies acting on a local or regional level, can contribute to this target by sharing their discoveries first and foremost with their equals from Africa or Asia, thus strengthening cross-continental cooperation. They can set up exchange programs with partner universities in these continents, giving students the opportunity to learn from one another. The same goes for schools. Building cross-continental partnerships is an action that can be managed by local authorities.

In summary, local authorities are vital for the implementation of a co-development approach, therefore this project is focusing on a strong cooperation with local governments and their various bodies/functions. Committing the local civil society and authorities to work with the project and sustain its aims in a sustainable way is essential for the success of AMITIE CODE.

### 2.3 Strengthen citizens' engagement

*(Author: Heike Kölln-Prisner)*

“In an increasingly complex world, citizens' input is a critical resource for policy-making. Good decision-making requires

the knowledge, experiences, views and values of the public. Implementing difficult decisions depends on **citizens' consent and support**. Unless citizens understand and are engaged in the decision themselves, trust is easily lost” (OECD, 2009). Therefore, in order to enhance effectiveness and political sustainability of any migration/development related policy, the involvement of local authorities can be complemented by the involvement of citizens and relevant stakeholders and thus create more benefits. Visibility, accessibility, openness to the process and welcoming the participation of citizens are value-based principles of the projects' activities, whether they be public events, online activities or others. There will be events and actions inviting citizens to participate, benefit and contribute to project activities and realise the role their **daily lives' activities** play: as consumers, in political actions, in the neighbourhood, as volunteers, as workers, as members of associations, clubs or trade unions they have impact on development – and on the chances of a change towards co-development. The educational aspect of this project is driven by this idea: to show this relationship through concrete learning activities that are based on local situations. Next to the learning activities (for students, teachers, civil servants) engagement takes places around tables, in visibility events, fairs, contests and more.

An emphasis is put on the engagement of migrants associations. They will be involved in several activities, in order to give their expertise but also in order to strengthen the involvement of migrant citizens and the connection to citizens in the countries of origin.

## 3 ACTIVITIES AND METHODOLOGIES

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The activities cannot be separated from the methodologies they are planned to be carried out with, they build a bond that is founded on the values and commitments of this project. What has been acknowledged in education for a long time (topic and method have to go hand in hand in order to achieve the best possible results) goes for projects as well.

A project management that is a methodology-based process is as important to the success of a project as the work done in the more “topic-oriented” work packages. Some of the methodological thoughts are already pointed out in describing the activities (e.g. for the two types of training), some will be explained in the following chapters.

### 3.1 Activities

Activities carried out in AMITIE CODE are developed and implemented in consideration of the **shared values** based on partners’ own experience and theoretical knowledge as explained in Chapter 1. The activities described in the following chapter are designed to draw attention to the aims and objectives of the project but at the same time they represent the values all partners opted to commit themselves to.

Not all activities take place in all partner countries, but all partners are involved in planning and organization. In this sense, the activities are the results of cooperation and participation.

Each activity planned throughout the lifetime of the project has its own effect on the sustainability of the project: training material will be used after the project has finished, networks and cooperation relations will be maintained if wanted, communication material can be used for future campaigns, the handbook/guideline can be used by other communities/organizations to try to implement parts of the projects’ activities elsewhere, the

cultural events (including the contests) can produce material or performances which can be repeatedly shown

Many more results of the project add to the sustainability, not the least being the experience of the people and organizations involved and engaged in the action. Finally, these same guidelines can be considered as an additional contribution to the sustainability and replicability of the project.

#### 3.1.1 EYD 2015 “Terra di Tutti Art Festival”

(Author: Stefania Piccinelli)

The EYD2015 Festival of Development is the only project activity that was implemented before these guidelines were produced. It is the product of the eight year-long experience of GVC in the promotion of *Terra di Tutti Film Festival*, which aims at involving the public in migration and development issues through videos and documentaries.<sup>21</sup>

The 9<sup>th</sup> edition of the festival held during the European Year for Development is enriched with the participation of new protagonists and thus becomes *Terra di Tutti Art Festival – Rights, communities and cooperation in social cinema and performing arts*. Art, through its various expressions, represents a unique tool to communicate the profound beliefs linked to people’s feelings and emotions: for this reason **art is a path that can place the public in contact with different cultures and worlds**.

#### Social cinema

Since 2007 *Terra di Tutti Film Festival* brings documentaries and

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21 <http://www.terradituttifilmfestival.org/en/programma>

social cinema from the global south. The EYD2015 edition of the festival focuses on migrations and development, presenting almost 60 videos and documentaries describing the migration flows, the right of movement, the 2015 refugee crisis, the water grabbing and land grabbing, climate change issues, the struggle for equal rights, the active citizenship and related issues. Every screening is introduced by a discussion with the directors and with experts on the specific issue presented in the film.

Collaborations with other festivals and events take place during the *Terra di Tutti Art Festival*, in order to expand the public and groups involved.

The screening of the films is directed at a general public as well as at specific target groups such as schools and students: one “Matinée” is directed specifically at secondary schools, foreseeing debates with the directors and with experts, using an interactive methodology aimed at involving the youngsters. Vulnerable groups are also involved, especially youngsters coming from the juvenile detention center in Bologna, which participate in the screenings directed at the local schools.

#### Communication and performing arts

*Terra di Tutti Art Festival* called for artistic projects on rights, migrations and development to be funded and screened, represented or displayed during the Festival. **The goal of the festival** is to convey experiences which can positively contribute to the achievement of the official objectives of the European Union for the European Year of Development, giving priority to the actions aiming at:

- focus on the migration and development nexus by linking the development objective to the visible causes and consequences of migration;

- raise awareness to achieve a broader understanding amongst European Union citizens about how their countries are facing the challenges at the origin of migration flows;
- highlight good practices of EU cooperation for development and the role of migrant associations and institutions as key transnational actors;
- strengthen networking opportunities and cooperation amongst development actors, civil society and institutions within the areas of development, migration and promotion of human rights;
- improve knowledge, awareness and capacity building of citizens and local authorities regarding the challenges, opportunities and experiences that originate from the link between development, migration and human rights;
- enhance public understanding of the EU’s central role in poverty reduction and the role played by different stakeholders in contributing to reach this purpose.

The projects selected enable different languages and tools to become part of the festival, thus involving **different target groups**: comics, music, audio-visual installations, dance, theatre and show-cooking enabling contact with a wider public. Special attention is given to young people and disadvantaged groups, especially refugees and people hosted in reception centers of the City of Bologna, thanks to the involvement of the “Open Doors Festival (“Festival Porte Aperte”). National and international stakeholders (citizens, local authorities, associations and informal groups etc.) are involved thanks to the multidisciplinary and the interactive methodology used.

The **multidisciplinary** dimension is developed on different levels, such as the type of the activities (workshops, conferences and meetings with experts and authors, exhibitions and multimedia installations, theatre and audio-visual performances,

dance performances etc.), the type of partnership and stakeholders involved (local authorities, NGOs, citizens, underrepresented groups etc.), the type of participants (specialized and general public, organized groups) and the geographical outreach.

The **methodology** used by the selected projects is an interactive and participatory methodology, aimed at promoting dialogue and change through interaction between the audience and the actors and among audience participants. This methodology is coherent with the approach used in all AMITIE CODE activities, allowing the audience to have a sense of global outlook, reflecting upon and understanding the viewpoints of others, a sense of global responsibility and a reflection on what is meant by human right, migrations and development issues and the interrelation among these issues.

Apart from the cinema sessions and the performances and exhibitions, the **communication** on EYD2015 themes and issues is promoted through web communication, especially social networks and websites of the partners and organizations involved, and through promotional materials such as a printed program, catalogues and gadgets (t-shirts, bags, pins). For these products a coordinated image has been created, focused on migrations and human rights, allowing both the general and the specialized public to identify the message and the focus of the event immediately.

### 3.1.2 Innovative Training addressing teachers and civil servants

*(Authors: Carolina Damià Ordaz and Annalisa Furia)*

Innovative training for local development activities will be implemented by one co-applicant per partner country, delivering a total of 1 pilot project for teachers, 6 national trainings for civil servants, 5 national trainings for teachers. The trainings are supposed to raise awareness among civil servants and teachers about the complex relationship between Migration, Development and Human Rights. Through the trainings, the civil servants and teachers gain knowledge and are oriented towards action they can take in their own fields. The innovative aspects are the idea of co-development and the emphasis on the involvement of local authorities and citizens.

#### 3.1.2.1 Expected results and target-groups

Specific targets of the training courses are civil servants and teachers, as well as students and migrant associations. Other beneficiaries include the students because their teachers will reach a higher level of competence in dealing with the complex issues of Co-Development.

Policy-makers and civil servants and other public employees working on development cooperation, active citizenship, migration and anti-discrimination are involved in the training targeting local authorities. The estimated number of professionals trained is 180, the estimated number of professionals reached by the activity is around 600, plus the very wide number of Local Authorities that will be reached through dissemination activities. Schools and teachers of secondary/high schools participate in the action as multipliers of positive experiences and practices

supporting cooperation between local communities from different countries. There are 210 trained teachers, while the estimated number of teachers reached by the activity is around 600 and at least 2500 through dissemination activities.

Training for teachers on development issues is usually not perceived as having an impact on students' performance and thus not considered as a priority, however, once teachers are guided through experiential learning on development, they usually find it personally and professionally enriching.

Through the pilot training in Italy, another 1700 students are reached.

At least 60 migrants associations, as multipliers of positive experiences and practices supporting development cooperation and education initiatives both in their origin countries and in the destination country, are involved in the civil servants and teacher trainings. Many more will be reached through dissemination activities.

Training activities are delivered by a multidisciplinary and multiagency teaching team, with a participatory and practice-oriented approach, aiming at enhancing the level of competences and awareness of teachers and civil servants on the project's topics and fostering co-operation between the local authorities that will deliver the training and the migrants associations and other key actors involved in delivering them. The whole process is widely disseminated through a booklet that will be the final product of the training activities.

The pilot activity in Italy, targeting teachers, is realised by the University of Bologna in cooperation with the Marino Golinelli Foundation and the Monte Sole Peace School Foundation. This activity is expected to have specific results: increasing the capability of teachers to link knowledge on scientific themes, i.e.: on climate change, with development issues, migration and human rights, enhancing teachers ICT/digital technology skills (i.e how

to code apps, programs, games, etc.) in order to enrich their classes using those tools with students to work on development issues and migration, fostering interactive, cooperative and creative educational activities in classes on the project issues; an expected result of the training for civil servants, delivered in all partners' local contexts, is the elaboration of a policy document or local action plan and its subsequent presentation during a public round table involving local policy makers and other stakeholders.

#### 3.1.2.2 Main objectives and features of the Training Courses

As far as the mode of delivery of the training courses is concerned, its organization is designed to facilitate the participation of the target groups. Both courses **include theoretical & practice-oriented sessions** and focus on the sharing/elaboration of a common theoretical and practical framework among different actors.

In line with the overall approach of the project, in each training course an **active role** is to be played by **migrant association representatives** and they include a session provided by an expert from an African country.

The main objectives to be achieved with these training actions are:

- enhancing the level of information and theoretical/practical competence on development cooperation policies, human rights, migrations, actors and challenges;
- promoting the comprehension of development cooperation cross-cutting impact and implications at the local level;
- strengthening the level of awareness of the role of local/regional actors and of the role of teachers and students since both, although different, are very relevant in the face of the defense and promotion of development and human rights;

- fostering opportunities for the building of co-development projects;
- and finally: raising teachers' awareness about the crucial role that students of multicultural classes can have as drivers for inclusive, just and sustainable growth.

### 3.1.2.3 Methodology and syllabuses

Both the training courses are structured in accordance with the three well-known, classic components of each learning process, that is TO KNOW, TO DO, TO BE.

**TO KNOW** – This component is about the main knowledge and skill sets civil servants and teachers need to have in order to be competent in dealing with, and in effectively understanding and framing, the complexities of migration, development and human rights phenomena.

**TO DO** – This component is about the dimension in which civil servants and teachers are requested to translate their knowledge in diverse practical and experiential capacities in relation to their role and working context.

**TO BE** – This component is about the psychological and interpersonal dynamics that intervene in the (direct or indirect) interaction with migrants and other beneficiaries. It influences the process of developing a fruitful relationship between competences, roles and needs of individuals and groups.

Even though the two training courses address, for the sake of clarity, each of the main macro-themes (Development, Migration, Human Rights) and learning dimensions (Know, Do, Be) in dedicated modules/sessions, they are both based on the

theoretical assumption that migration, development and human rights theory and practice are closely interlinked and cannot be dealt with separately, as well as the fact that it is not sustainable to focus on the enhancement of knowledge without simultaneously addressing how it is translated in practices and how it is informed upon by psychological and relational dynamics.

#### Training setting

In order to facilitate the active participation of civil servants and teachers, classes should be held one day a week in the late afternoon, for a maximum of 4 hours.

Classes should take place in rooms which cater for the movement/shifting of chairs or of people and which are adequately equipped for the projection of videos and the realization of participatory and dynamic activities.

In Italy, both trainings include a residential workshop at “Scuola di Pace” di Monte Sole to integrate the training with an experiential approach. Where possible, it is highly recommended to search for a similar opportunity in each partner country.

#### Syllabuses

The following lists provide an indication of the disciplinary approaches that should be involved in the training courses to adequately address the multiple dimensions of the phenomena at stake, as well as of the main themes that should be addressed by the courses.

#### Disciplinary approaches

Historical perspective, Economic and Statistic approach, Sociological dimensions, Legal aspects and barriers, Political and Moral aspects (e.g. multiculturalism, ethical implications), Anthropological approach, Communication, Science & Technology, ‘Value the Local’ (LA, Region, migrant association),

Ecological approach

#### **Themes**

History of immigration/emigration and recent data/flows; Models of multiculturalism and integration; Construction of migrants' images and narratives (also in the media); Contribution of migrants to the local/national economy and data on the main economic sectors in which they are involved; Critical discussion of the norms/rules regulating migration (entry, residence permit, expulsion, etc.), status of vulnerable migrants, History of development cooperation policies, conceptions, practices and limitations (economic development, human development, co-development); History and possible conceptions of human rights; Ethical approaches to human rights, development and migration; Role/activity of LAs and other regional/national authorities in each field (migration, development, human rights), Science, Technology & Development/Migration; Ecological approach to migration.

#### **3.1.2.4 Preparatory actions**

The main preparatory actions concern the timely involvement of local authorities' departments (in addition to the ones already involved), schools and migrants associations to ensure full cooperation in the project and participation in the training courses; the timely selection and enrolment of an experienced tutor to collaborate in the organization of both the courses; the timely identification and establishment of relationships with universities and research centres that can provide expertise and personnel to be involved in the trainings; the timely verification of the possibility of realizing a Training Course recognized by the local/national University whose completion could provide

participants with a formal certificate and a certain number of credits, which are increasingly needed also by professionals who work in schools and in local administrations.

#### **3.1.3 “Next generation of schools” addressing students and young people**

*(Author: Irina Vasiljeva)*

Another important activity involving citizens (in this case, young people/students), is the training labs in schools, called “next generation of schools”. This term has been chosen for three reasons:

- the topics dealt with are important for the next generation living in a world of intercultural and diverse relations to learn about;
- the use of social media to create and promote products points towards the need to deal with communication about these issues in modern societies;
- the involvement of youths not only as beneficiaries, but as responsible actors shows the approach a new generation of learning should have: participatory, on equal terms, acknowledging the competences of learners.

In the following, we will address the expected results, target groups, the objectives and actions, the methods and the preparatory actions to be taken.

#### **3.1.3.1 Expected results and target-groups**

This action targets between 20 and 40 secondary school pupils in each partners' context, aged 14-18, including teens with migrant background. It focuses on raising awareness on issues relevant



to migration, development, human rights, cultural diversity and intercultural dialogue. The activity is implemented with groups involving a large number of teens with a migrant background, fostering their participation and empowerment. Finally, the focus on communication improves their skills on the creation of audiovisual products relating to the topic of the project.

### The features of the school labs:

The training course consists of several activities:

- mapping of ongoing similar projects and activities at a local level relating to the topic of the project and establishment of cooperation between the projects,
- setting-up of local AMITIE youth teams responsible for the communication activities on social media (such as Facebook, twitter, etc.) by spreading the products produced during the training activities and linking with schools in other countries;
- organisation of training activities outside of the formal education system. The training activities will consist of theoretical and practical modules lasting 40-60 hours in total. During the theoretical part the pupils will discover issues relevant to migration, development, human rights, cultural diversity and intercultural dialogue. The pupils will also be able to learn how to work with social media to promote the message of the project. During the practical part the pupils will be able to use the theoretical knowledge gained and will elaborate audio visual materials to be used during the public events and activities, as well as on social media;
- promotion of an International award in cooperation with the European Coalition of Cities Against Racism (ECCAR) by inviting young people and all interested formal or informal groups to send audio visual materials relating to the topic of

the project;

- organisation of final visibility event in each partner country, promoting the participation of national stakeholders and especially of students' families, where the project results and communication materials produced during the school labs will be presented.

### 3.1.3.2 Methodology and syllabuses

The training course involves young people, including young people with a migrant background, from different schools.

The activities relating to the training course are supervised by the local facilitator with experience on the following topics: non-formal education, human rights, migration and intercultural dialogue. The tasks of the facilitator are to set-up and coordinate the work of the local youth teams and to ensure liaison with the pupils, to support communication activities and to act as a youth contact point for the organization of the final visibility events.

Experts on social media and on creation of audio visual materials (representatives of non-governmental organizations or other organizations professionally working with development of audio visual materials) are involved in the implementation of the activity.

The working methods facilitate the exchange of information, building awareness and provide holistic training for new competencies, i.e. knowledge, skills and attitudes. The program is designed as a mutual learning situation, where young people can get new experience and compare different understanding of and opinions on issues of migration, human rights and development. Participants experience new approaches to promotion of positive images of migration through the communication they develop within the project. Methodology includes communication based

methods (interaction, dialogue, open discussions), activity based methods (sharing experience, simulation, practice and experimentation), socially focused methods (partnerships, teamwork, networking) and self-directing methods (creativity, discovery, responsibility, action) to address the issues in a friendly and accessible language.

#### **The following topics/modules are proposed:**

**Migration, development and human rights:** the reasons and understanding of migration; local/international situation in the area of migration and the role of migration in the life of pupils, interconnection between local and international levels; interconnection between migration and basic human rights, some important documents in the field (Universal declaration of HR, European Convention, organisations working in the field both internationally and locally); covering “real cases”, meeting people with migration background; coverage of migration issues in local media with the purpose of developing critical thinking on the issue.

**Inter-cultural learning:** understanding of the inter-cultural dialogue, preconditions for dialogue and development of inter-cultural competences particularly related to the topic (empathy, respect for diversity and readiness to ambiguity etc.); the role of the inter-cultural dialogue in building a positive image of migration; practical experience and “living the dialogue”.

**Communicating migration:** theoretical parts: social media and usage of the social media to address the issue, i.e. building the positive and negative images, the role of social media. Possible examples of No Hate speech movement of the Council of

Europe (<http://www.nohatespeechmovement.org/>); technical development of Facebook pages; development of short video or stop motion cartoons (examples here [www.multenkulten.lv](http://www.multenkulten.lv), <https://www.youtube.com/channel/UCAvNUnabCm7Dih70vEdp5hw> - some examples of cartoons developed by youngsters throughout one day); practical parts (elaboration of audio-visual materials, i.e. Facebook page and cartoons).

Besides the printed or audio-visual materials produced with AMITIE, the following resources can be used during the implementation of the training course:

- Resources of the Council of Europe: <http://www.coe.int/en/web/compass/resources>.
- “Positive image toolkit” of the Red Cross <http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Positive-Images>.

#### **Preparatory actions**

In order to facilitate the activity’s implementation, partners shall assure a timely selection of the facilitator of the training activities and the experts to be involved during the training process, and shall start as soon as possible to promote the training among potential participants and enrolling them. Organizational matters are also important: a convenient venue for the training should be selected as soon as possible, to start promotion.

### 3.1.4 Dissemination and Communication

(Author: Gianluca Grassi)

AMITIE CODE has the ambition to raise awareness among European citizens and authorities of migration, development and human rights issues, as never seen before at the center of global debate. Aware that a properly informed citizen knows how to recognize and reject the stereotypes that often obstruct the integration processes, a key point of the project is the use of communication as an active instrument that can make citizens proper actors and multipliers themselves.

Communication can also increase the opportunities for exchange not only in a European dimension, but also with the countries that in the long run benefit from the activities. In Africa in particular, internet connectivity has been a real revolution, bringing network access even in areas with a low presence of infrastructures.

Communication will thus focus on three areas:

- **Local:** to make the communities aware of the relevance to invest on intercultural dialogue and to renew the commitment of local authorities on international cooperation as an instrument for economic development of the territories.
- **European:** to create awareness on the important role local authorities and civil societies play in engaging in a regular dialogue within the European Union on migration policies and development cooperation strategies.
- **International:** to spread project activities and make new contacts in the international arena, in particular in countries addressed by the project, engaging project partners outside Europe.

To achieve these objectives, AMITIE CODE provides different communication activities, such as the establishment of several **social editorial staff** which will be made up of students and

associations that participate in project activities and act as local speakers on the promotion of the messages carried out by the project. This helps to promote a debate in partner countries in order to reach and sensitize the authorities about their policies.

Especially through social media, partners create connections with pages and hashtags used internationally by institutions, NGOs and informal groups involved in promoting human rights, in order to amplify individual activities' communication products.

Communication also intends to give more visibility to what other actors are doing in the project field and to make the youth protagonists direct promoters, letting them experience the role they can have in affirming the importance of intercultural dialogue and development cooperation in the communities in which they live.

To achieve these objectives, partners use a number of coordinated **online/offline tools** and communication actions and especially, due to the large size of the audience to be reached, online tools linked to **new technology and new media**.

The approach is **participatory** in order to involve all partners, beneficiaries of the various activities and associations in the production of contents and materials.

The online channels are:

- the **website**, as an overall and updated information tool about the project activities and networks, a landmark to activate new contacts and sensitize users to a direct and dynamic dialogue with the social project.
- The **Twitter** account and **YouTube** channel, managed directly by project partners and with advertising campaigns for dissemination of all produced materials. Twitter is mainly used to build interest groups, including partners and their networks, students, associations and communities of foreigners, so as to have a relationship of direct and effective communication (#AmitieCode and until the end of 2015

#eyd2015)<sup>22</sup>.

- The **Facebook** page of AMITIE plays a key role not only as a dissemination and exchange platform, but also as activator of the social editorial staff set-up in the school labs. Young students are therefore engaged to animate the page, thus experiencing how to use social networks as a tool for sharing important issues. Through this activity, young people are sensitized to the idea that they themselves are carriers of the message of solidarity and integration and on how social networks can be used to become part of a network that goes beyond geographical boundaries, as elements of interdependence, development and promotion of global citizenship. This is also a stimulus to prevent cyber-bullying that in some contexts has targeted children of foreign origin<sup>23</sup>-  
The **Interactive Web App** is a tool usable on smartphones and computers, an exhibition repeated in a virtual reality, accessible by everyone and with which everyone can interact. It uses new technologies to allow the user to virtually visit the activities and projects that have characterized partner realities and also show the changes occurred in the countries that have benefited from cooperation projects.
- An **itinerant film exhibition** uses the language of films and documentaries to communicate the themes of the project.
- The **professional web-series** is an innovative tool chosen to intercept an audience accustomed to the use of content over the Internet. The web series involves local actors and expertise. An international tender for its production is launched to collect different ideas and points of view which may facilitate the spread of the themes of the project. The production of the episodes in partner countries can be an

opportunity to see how different cultures address the same issue with different languages and in different ways.

- In addition to the professional web series, **an international award** addresses the general public and the protagonists of the activities. Teachers, civil servants and students become artists, photographers, actors, directors and writers returning their views through visual artistic languages, which represent them. The three best art projects will be part of the final event at Loures (Portugal).

Press releases, newsletters, press conference and videos inform the whole project and to ensure transparency, media are informed about the project and invited to its events. At the time of writing the guidelines, the realization of an international public announcement on creative and innovative communication projects on migration, development and human rights before the **Terra di Tutti Art Festival** facilitated the collection of 50 proposals in Europe and the selection and production of 12 of them during the Festival.

The messages produced by partners aim to highlight the elements of interdependence between migration, development and to reflect on how to improve the economic conditions in countries in difficulty or to strengthen the promotion of human rights in emergency areas, also directly benefitting the inhabitants of the European Union and referring to Ubuntu philosophies “I am because we are” or “Better Africa for better World”, leveraging on the **need to recognize voices from Africa, and from the South**, in the dialogue, both for the multicultural contexts at the European local level, both for decentralized cooperation.

<sup>22</sup> [twitter.com/AMITIEproject](https://twitter.com/AMITIEproject)

<sup>23</sup> [www.facebook.com/AMITIEproject/](https://www.facebook.com/AMITIEproject/)

### 3.2 Identifying and engaging relevant actors

(Author: Heike Kölln-Prisner)

A methodological key factor is the engagement of relevant actors. Who is “relevant” for AMITIE CODE? Considering the values project partners have committed themselves to, everyone is relevant! Adopting a human rights-based approach is a practice to be integrated in everyday decisions made by different actors at different levels.

The project makes an effort to reach out to youth, students, teachers, local authorities, civil servants and policy-makers, civil society organizations, diaspora associations and citizens by implementing activities designed to be seen and acknowledged by them. Engagement however means more than exposing a community to certain issues and it is done partly by reaching out with far-reaching events, and in part by involving relevant stakeholders.

Mapping already existent experiences and inviting them to join the process is the first step for partners to engage in, at the local and national level. Partners can learn from each other, as the mapping exercise is executed from different points of view with a view of comparing, sharing and adding ideas other partners may have.

The list of stakeholders on migration, development and human rights might encompass, for example:

- city departments (social, welfare, health, education, culture, environment, mobility, development, equal opportunities and others);
- migrant and intercultural organisations;
- organisations working in the field of consumer rights, housing, environment;
- labour market players such as trade unions, companies and their representative organisations, job agencies;

- cultural organisations such as associations, libraries, museums, local community centers and others;
- political parties;
- human rights organisations;
- development organisations;
- educational organisations such as schools, vocational schools, universities;
- the media.

The identified stakeholders are contacted and invited to participate in the activities. Each partner is in charge of activating and maintaining such a network.

It is crucial to show the **benefits of participation**: increased knowledge and competence to act, exchange and cooperation with interesting actors in the community, visibility to own experiences and activities, building partnerships for future collaboration. Some stakeholders might only want to be kept informed, others might want to participate in certain actions close to their field, yet others may be vital in more than one part of the activity.

Key stakeholders are: **schools** because of access to students and teachers, **migrant organizations** because of their knowledge and capacity to reach out to the different communities, and **representatives of the local authority** in order to promote the training of civil servants and mobilize other actors within the city.

Partners leading the action at the national level will set-up a **platform for the stakeholders** at the start-up of the project. It can be a part of a website or any other means of online device or a mailing list. This platform ensures the information flow and the possibility to give comments, make contacts and influence the project proceedings through their contributions and experience. Through this platform, which must find ways to interact offline as well in a coordinated manner, interested stakeholders become partners and actors. They are an important part of the sustainable strategy of the project because they can work with the products,

keep up relations with other partners in the community and beyond, and profit in terms of capacity-building.

The project foresees the organization of two **events for stakeholders to engage in** in order to reach out to those within a community or a municipality who are involved in/interested in/concerned about the topics. Such events are planned to take place in the early stages of the project as a starting point of cooperation at the local level. Existing networks can be partners in planning these events, venues can be chosen for attraction, invitations should be sent out according to local/national customs.

### 3.3 Coordination and Management

The coordination and project management rules are based on the same values partners have committed themselves to. Inclusion, openness, diversity, equal rights: all these values have a meaning inside the project as much as on the outside.

#### 3.3.1 Technical co-ordination and Project management (Author: Miles Gualdi)

The project management and technical co-ordination is participated and shared by partners, in accordance to specific skills and competences they can provide to the partnership. One of the defining features of the AMITIE CODE project is, in fact, the involvement of diverse partners in each local context: where possible, NGOs have been involved alongside local authorities, universities and research institutions are an active member in the project implementation and a diaspora organisation is included in the partnership, meaning that migrants are an agent directly involved, not just beneficiaries.

Overall management rules are set out in the Partnership Agreement signed by partners, based on the regulations contained in the Grant Contract signed between the European Commission and the Project co-ordinator. The Partnership Agreement is a commitment among partners on the mutual roles and common rules to follow during the implementation of the project.

The **Steering Committee** is the context for any decision, monitoring, and internal evaluation of the project. In recognition of specific skills and competencies, some partners are given a more active role in technical co-ordination, but they all actively participate in the Steering Committee.

The **project co-ordinator** is in charge of the Steering Committee co-ordination, ensuring that overall project management meets the obligations undertaken in the Grant agreement with the European Commission. Therefore, the City of Bologna, Co-operation and Human Rights Office, is in charge of monitoring deadlines and respect for the project budget and financial rules set out by the European Commission; it grants a steady information flow between partners, promoting data, information and opinion exchange in between Steering Committee meetings. It guarantees liaison between the Steering Committee and the European Commission.

The **project financial management** is delivered by the City of Bologna, specifically by the International relations and European projects Office. Partners must respect the rules set by the European Commission and particularly the following principles: cost-effectiveness, transparency, competition, avoidance of conflict of interest and be open to any natural or legal person of the EU's Member States.

CD-LEI, an office within the City of Bologna's Culture and School Area, is actively involved in the school-lab activities.

The Project co-ordinator appoints a project manager and a financial officer, who are the contact people for all partners, for

project activities implementation and financial management. Each partner in turn appoints a local co-ordinator, who co-ordinates the implementation of project's activities at a local level and sits on the Steering Committee, acting as liaison with the project leader.

The Scientific Coordination is assigned to the University of Bologna and particularly to the Director of the master on Migrations, development and human rights. Having a diverse and wide partnership, the AMITIE CODE project acknowledges that each partner has specific institutional and organisational competencies. In order to take advantage of this diversity and to actually promote active participation, each Work-Package (WP or set of activities) is technically co-ordinated by partners with specific skills; so called WP leaders.

### 3.3.2 Monitoring and Evaluation

(Author: Chiara Marchetti)

Due to the complex and qualitative nature of the change sought by the project, it is important to ensure **monitoring of results as a key objective**. The project is monitored and evaluated by an external evaluator - CEFA onlus, a non-state-actor based in Bologna – in charge of writing the initial, intermediate and final evaluation reports, in coordination with the other partners and the Monitoring group, entrusted with specific tasks to enable partners with the provision of tools for monitoring and for evaluation.

**Monitoring** can be defined as the systematic and continuous collection, analysis and use of information for management control and decision-making. In this instance implementation is seen as a continuous learning process where experience gathered is analyzed and fed back into planning and updated implementation approaches. Project monitoring provides information by which management can identify and solve implementation problems

and assess progress.

**Evaluation** is an assessment, as systematic and objective as possible, of an ongoing or completed project, program or policy, its design, implementation and results. The aim is to determine the relevance and fulfilment of objectives, efficiency, effectiveness, impact and sustainability. Evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of both recipients and donors. **Monitoring and evaluation are interactive and mutually supportive processes** and it is important to incorporate evaluation and assessment activities throughout the project, emphasizing the “feed-back mechanism” implied by a similar approach.

The proposed methodology has already been successfully experimented during the project “*AMITIE- Awareness on Migration development and human rights through local partnerships*”. It follows and integrates the methodology used by the European Integration Fund, with **three different categories of indicators**: indicators of realization properly serve to describe and evaluate the number of activities carried out; indicators of result measure the achievement of the specific objectives of the project activities; indicators of impact have the task of summarizing the resultant change thanks to the project activity in the context of reference, therefore measuring the impact of the project within the local area.

Along with the use of indicators the evaluation is carried out paying attention to two different **transversal dimensions**. All the actions of a project are part, in theory, of a continuous process that should demonstrate a relationship between its subsets (WPs) and between the issues dealt with within each subset. To put it simply, a project should not be a sum of the parts (many parallel actions that do not stimulate each other) but rather an **incremental and transformative process** concerning the individual actors

involved in the actions and the community as a whole (local and transnational). In practice, after an international project the individual actors and the territories should be affected not only by the actions they have directly promoted and carried out, but also by what has been done by others and elsewhere in other WPs. Briefly, these transversal and inter-twinned dimensions should consider both the following elements:

a) **Action:** all the aspects concerning the realization of the project through its different WPs; it is meant to document the single actions and the development of the project ('snapshots' of the activities in the different territories);

b) **Process:** focus on the documentation of what has happened in terms of effective participation and change (can we measure any relevant 'shift' in terms of knowledge, awareness, participation? does it only concern the participants or does it go beyond them, to be reflected in society as a whole?). This methodological approach allows the Monitoring team and all the partners to take into account at the same time the *events* (if the activities have or have not been carried out, as indicated in the project), the *participation process* which has been activated (what kind of subjects have been involved in the activities) and the *process of change* (what kind of transformations occurred, that can be directly attributed to the project).

Monitoring and evaluation are an integrated aspect of the project, an **element to orient the process** throughout its development, and not a task to be fulfilled at the end. It has to be valued as an element of reflection at the beginning and during the project (how to understand the key quality elements of the process).

If evaluation is considered as an "incremental process", then it might be useful to build on the results and on the limits of the previous AMITIE project.

In order to reach greater innovation and effectiveness,

some key elements of the process are to be 'safeguarded' and some risks to be avoided. There is a risk of **compartmentalized topics**: e.g. migration separated from development, therefore it is important to evaluate innovation in new keywords to be transversal to the themes dealt with in the different territories and WPs; a risk of **fragmentation among different parts of the project**: e.g. some groups produce reflections on the issues of the project, other subjects produce the 'communication' tools, without any direct contact between the two; the need to evaluate how the issues raised in certain stages of training and action are used for 'communication'; a risk of **involving actors who are already sensitive and usually present in the activities**: a similar project needs to widen its public and its impact on society as a whole. Therefore it is crucial to implement different strategies to invite people to the project events and to introduce this aspect in the evaluation process; a **risk of maintained fragmentation among institutional agenda's**. In the municipalities, in the local administrations and often also in the third sector and in the NGOs it is common that the themes of the AMITIE CODE project are dealt with in separated sectors: social policy, planning, international cooperation etc. In order to have a positive impact, the holistic approach has to be evaluated throughout the project, reporting for example the presence of different actors at the same time/event/activity.

Some elements appear as particularly significant and therefore are to be stressed in the development of the project:

- forms of **innovative local partnerships** and **trans-local partnerships**, paying attention to the involvement of associations based in the origin countries (e.g. Tavolo Reggio-Africa);
- **methodologies of training** that need to be developed through concrete forms (project outputs such as exercises, reception standards, new school programs), in order to foster



a real exchange between different subjects in order to create stable networks;

- **real activation of innovative subjects**, such as students of the second generation and beyond, using their communications products in the institutional network.

The evaluation approach is implemented through a limited number of methodological tools, easily adaptable to the local contexts and to the will of the coordinators. Each tool addresses different aspects and contains useful elements in order to ‘measure’ and evaluate the activities, the WPs and the project as a whole through the different indicators and transversal dimensions. The Monitoring team provides partner coordinators of individual Work Packages with a methodological toolkit, comprising of specific tools for evaluation and examples of use. See some examples below:

#### **TOOL 1 - Attendance register and data sheet**

For each planned event, partners should complete an ‘Attendance register’ which will report all the information necessary for evaluation, with particular attention to the information needed to identify accurately the profile of participants. The register is structured with the aim of obtaining both realization and result indicators, in order to evaluate what was done (realization) in comparison to the distance with expectations (result).

#### **TOOL 2 – Field notes**

The local coordinator should write down some field notes during the project and especially when the main activities take place. Field notes are a qualitative and ethnographic tool which helps both the writer (the coordinator) and the reader (the evaluation team) to capture some key elements which cannot be registered through quantitative instruments such as questionnaires or datasheets. Field notes might contain personal comments of the coordinator, the description of something unexpected that

happened during the activity, the expectations of the working team, the impressions about the real capacity to impact on the change of the local territory/administration etc.

#### **TOOL 3 - Questionnaire**

At the beginning and at the end of selected activities, basic questionnaires are distributed to participants (incoming and outgoing). The questions are structured on the basis of the ‘impact’ indicators (protagonism of migrants, communicative innovation, change of collective sensitivity, rethinking of the contribution of migrants to development etc.). The survey is based on questionnaires with short batches of closed questions and some space for subjective reflections.

#### **TOOL 4 - Focus group**

Focus groups are carried out by the evaluation team during the international events held in Seville, Riga and Loures. They involve the coordinators and the local teams who will be interviewed on the project and its overall impact, mainly transversal issues.





project co-ordinator:



Comune di Bologna

project partners:



RIGAS DOMES  
IZGLIUBAS, KULTURAS  
UN SPORTA DEPARTAMENTS



LATVIJAS CIVILKTESIBU  
CENTRS  
LATVIAN CENTRE FOR HUMAN  
RIGHTS



famsi  
Forum Assoluto di Movimento  
Sociale Italiano



Fundación  
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