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COMMON GUIDELINES FOR IMPLEMENTATION OF E-LOCUM PROJECT ACTIVITIES

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Introduction

The Overall objective of the project is to empower young people along the Balkan route to foster a narrative on migration consistent with the EU values of unity, solidarity and non-discrimination. Three specific objectives of the project are: a) Increasing youth awareness on the many aspects of migration; b) Enhancing youth engagement on migrants' inclusion in four EU regions along the Balkan route; c) Increasing youth participation particularly those with migrant background in policy-making on migratory issues.

These Guidelines provide the framework for understanding and connecting with young people, tackling a number of topics that touch upon the issue of migration. Whether you are an educator, youth worker, or someone interested in fostering meaningful relationships with young people, these guidelines provide insights and practical advice about how to approach young people and how to draft and implement awareness-raising, training and other activities.

Drawing from the partners' experiences and expertise in addressing the topic of migration, this document aims to equip practitioners with the necessary tools to create impactful and participant-centred educational programmes.

These guidelines advocate for methods that engage young people actively. Techniques such as discussions, role-plays, and group work can help participants connect with the material on a personal level. Furthermore, we value and include the following approaches:

- Experiential learning that involves learning through reflection on doing, which can be particularly effective in understanding migration issues. Activities such as simulations, field visits, and storytelling can make the learning experience more tangible and impactful.
- Inclusive and culturally sensitive practices that allow to recognize the diverse backgrounds of young people and create a safe space where everyone feels respected and valued. This also entails avoiding stereotypes.
- Grounding the training programme on the results of specific needs assessment (as planned in the project), making sure that the content is accessible and engaging for young people.
- Planning a support system for learners, equipping the so-called “multipliers” (facilitators) with the necessary skills and knowledge to support the training/learning experiences effectively at the local level.

These methodological guidelines are designed to serve as a comprehensive companion in which each key educational principle is described with a focus on how it can be enacted in reality through specific educational practices and approaches. By following the provided principles and practical suggestions, Readers can design and develop bespoke training programmes that effectively address the complex issue of migration.

The E-LoCUM principles and suggested approaches for youth educational paths

OVERALL PRINCIPLE	DESCRIPTION	SPECIFIC ASPECTS	METHODS/APPROACHES
1. CONSIDERATION OF THE CONTEXT	➤ Striving to present different contexts and global challenges (e.g. migration) so that participants can better understand and reflect on the complexity of the topics covered. ➤ Paying special attention to a deeper understanding and questioning of the concepts we use to communicate about migration and related global challenges. What remains hidden and untold in our communication? What are we not portraying? ➤ Emphasizing the interdependencies between the Global South and the Global North. ➤ Not limiting to presenting only global problems - trying to show global processes from a local perspective and their consequences for the local environment. ➤ Not limiting to abstract definitions and statistics, but combining presentations with personal stories/experiences. ➤ Despite the complexity, aiming to make the topics understandable and accessible. This works best with vivid concrete examples.	• Legal framework. • Understanding the history of migration. • Definitions. What is community? • It is essential to understand what is important to young people - youth perspective. • Not only the influx of migrants, but also the outflow from our country. • Mapping and analysing the migration and the second generation of migrants in partner countries. • Migration as an intersectional topic, crossing multiple policy areas (education, healthcare, housing, labour, age, gender, ...).	○ Interactive games ○ Videos ○ Infographics ○ Personal stories (video/ audio / written testimonials)

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2. RESPECT FOR DIGNITY	➤ Respecting the dignity and equality of the people we are talking about, as well as the principles of solidarity and justice. These includes the respect while talking about provenience and history of the persons. ➤ Avoiding drastic, shocking or violent images and messages and striving to present a balanced picture of reality.	• Migrants and young people are first and foremost actors and persons, not only users (of services) or beneficiaries (of activities). • An understanding of the importance of dignity for young people – an understanding of young people's thoughts and attitudes towards respect (media, digital...). • Migrants and refugees are part of our communities, so we will promote their social and professional integration.	○ Role playing ○ Storytelling ○ Performing arts (music, theatre, dance) ○ Fine arts and visual arts (painting, canvassing, photography, handcrafting, etc.).

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3. AVOIDING STEREOTYPES	➤ Avoiding images and messages that produce and reinforce existing stereotypes, sensationalise and discriminate against people, situations or places. Avoiding using exclusively negative portrayals of different contexts in order to achieve emotional reactions that reinforce the stereotyping of a context or person. ➤ Following the principle of universality: following the same standards when portraying different people and situations, regardless of the geographical or other background of the people and communities we portray. These standards are in line with the principle of human dignity.	• Develop knowledge vs. perception. • Consider data and reality. • Sensitisation to prejudices (e.g. migrants are poor: being aware that negative stereotypes result from various factors of disadvantage). • Positive communication of migration processes. • We are all migrants (avoid "we" vs "they"). • Being aware of what we want to project onto other people. • Not to be a boss, but a mentor.	○ Interactive discussions ○ Case studies ○ Role playing ○ Reflective writing exercises

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4. "NOTHING ABOUT US WITHOUT US"	➤ When speaking about others, not relying on presumptions and imagination. Trying to get individuals/communities to speak for themselves. ➤ Trying to give people in the situations presented the opportunity to talk about their own stories, and we will try as much as possible to involve them in other situations or decisions that affect them directly. ➤ Producing images, messages and case studies only with the permission, understanding and cooperation of the people portrayed (or their parents/guardians). When producing images, messages and case studies, respecting their wishes with regard to their identification and the inclusion of their real names. Prepare a consent letter or a form that the participants will sign.	• Invite migrants to speak for themselves (share their personal stories and experience). • Offer participants the opportunity "to be in charge". • Ensuring the opportunities for getting the feedback. • Direct participation of young people/migrants. • Strengthen empathy	○ Step into other's shoes ○ Fact-checking games ○ Develop messages produced by the young people themselves to communicate on social media

OVERALL PRINCIPLE	DESCRIPTION	SPECIFIC ASPECTS	METHODS/APPROACHES
5. INCLUSIVE APPROACHES	➤ Using clear and understandable language to inform and communicate with all our target groups. Striving to provide language support to participants in our activities so they better understand what is expected of them and who they can contact if they need information and support during the activities. Activities are tailored to the needs of participants with fewer opportunities, e.g. inclusive teaching methodologies or the help of facilitators ➤ Using a variety of methods, with a special focus on inclusive teaching that ensure a safe space for all participants involved. Methods should enable and encourage active participation. As participation is not always visible or audible, various expressive techniques (e.g. writing or drawing at the end of the workshop) can provide indications of more 'quiet' learners' level of participation ➤ The different methods encourage the use of multiple senses and allow us to engage participants with different learning abilities (regardless of what type of learner they are - visual, auditory, reading/writing or kinaesthetic; introverted, extroverted etc.). ➤ Always allowing time for reflection so that participants can reflect on their feelings, thoughts and ideas. Rethinking one's own views and values can lead to a deeper understanding of the topic and generate new ways of thinking and acting.	• Active participation. • Diversity approach (gender, culture). • Peer-to-peer support. • Community and stakeholder involvement. • «Normalising" disabilities.	○ Inclusion of the visual dimension. ○ Visual and performing art. ○ Sports/vocational work experience. ○ Social theatre (everyone uses what they can). ○ Use of collaborative digital tools known to young people.

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6. CRITICAL THINKING	➤ Basing work on critical thinking and supporting individuals to form an opinion on global issues such as migration. Not promoting a particular ideology and not being satisfied with quick and easy answers. Seeking to build knowledge, develop skills and rethink attitudes and values. ➤ Encouraging participants to think outside the box and look for alternative answers/ideas. Supporting participants to see the big picture but also to pay attention to details (e.g. personal stories).	● Analysing concepts and assumptions about migration. ● Paying attention to how media communication works. ● Giving value to social media but rediscovering old-fashioned newspapers – finding common ground.	○ Non-mediated debate ○ Experiential learning ○ Tools that can help us to recognize fake news ○ Media literacy exercises

OVERALL PRINCIPLE	DESCRIPTION	SPECIFIC ASPECTS	METHODS/APPROACHES
7. BEING AWARE OF ONE'S OWN POSITION	➤ Being aware of our own starting points when designing and implementing project activities. Reflecting on our own position and (co)responsibility in the search for inclusive solutions to the global challenges facing humanity as a whole. ➤ Being aware of the power of our role and the power of social stories. Ensuring that different perspectives are taken into account, not just our own.	• Being aware of / overcoming the Eurocentric perspective. • Being aware of different roles that we have in relation to the participants: employers, mentors, trainers, educators / mainly white women / EU citizens who have the right to move freely between countries. • We need to align with youth perceptions and understand what youth think about the different professions involved. • Different perceptions of push and pull factors for migration.	○ Team Feedback sessions ○ Collect and discuss ambiguous language

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8. COOPERATION AND INTERDISCIPLINARITY	➤ Working with partners and other relevant stakeholders to address the issue of migration in an interdisciplinary way. This will ensure that the topic is explored and addressed from different ways and perspectives. Setting an agreement with relevant local stakeholders when needed. ➤ Striving to involve representatives of the local community in the implementation of the activities and keep them regularly informed about the progress of the project.	• Understanding who we are as different professionals in order to support young people. • Multidisciplinary approach: social, educational, psychological. • Connection with public and private organisations. • Promoting volunteer work.	○ Networking ○ Holistic approach (workshops about the interconnectedness of social, economic, and environmental factors) ○ Spaces for mutual learning ○ Self-managed workshops (young participants plan, organize, and facilitate the workshops themselves)

OVERALL PRINCIPLE	DESCRIPTION	SPECIFIC ASPECTS	METHODS/APPROACHES
9. ENVIRONMENTAL SUSTAINABILITY	➤ Taking a sustainable approach to the planning and implementation of project activities and aiming to reduce our environmental footprint. ➤ Encouraging participants in our activities to adopt sustainable practices.	Setting an example: • Recycled and second-hand materials • Less plastic, less paper (e-platform – digital materials and mixed activities) • Sustainable accommodation • Tap water • Open windows vs. AC • Vegetarian food at least once per day • Fair-trade and local products	○ Spaces for mutual learning ○ Self-managed workshops ○ Role playing