



**Developing capacities together: European
CSO-university networks for global
learning on migration, security and
sustainable development in an
interdependent world (InterCap)**

**3rd High Level Communication Paper of the InterCap Community of
Practice**

Activity 1.1.2: Establish a European Development Education Community of Practice

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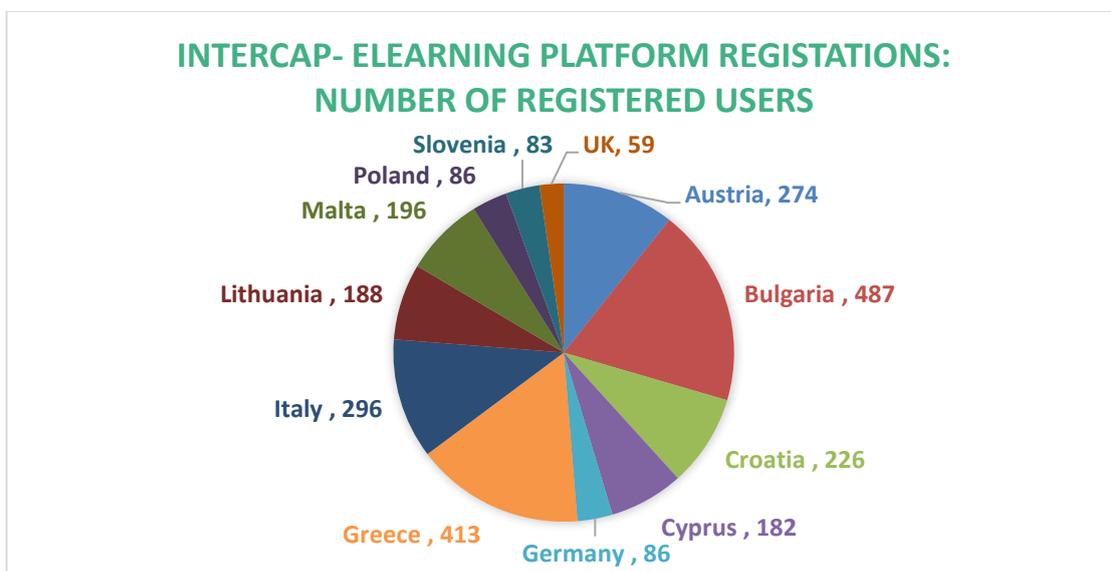
Euro training



1. Executive Summary

InterCap project has set ambitious targets in terms of stakeholders to be reached, informed and actively engaged within the project. **The Community of Practice (CoP)** has been set-up to support InterCap partners in their dissemination efforts and to promote the active involvement of relevant stakeholders to the project. Specifically, the CoP aimed to create a place where partners, associates and interested stakeholders (including Public Institutions, Local Authorities, Civil Society Organisations and Universities) can share information, exchange ideas, learn from each other and discuss about the advancement and the implementation of the project in all partner countries and at EU level.

Coming towards the end of the InterCap project, the partners’ consortium has achieved their objectives at a great level. Specifically, **2621 users** in total have registered on the InterCap eLearning Platform, up to this point. **2576** out of the total number of registered **users come from the partner countries** while **2597** are also registered **members of the InterCap CoP network**.



The present Annual High-Level Communication Paper will outline InterCap’s tangible outputs achieved **in Year 3**, the last year of the project, through the [Press Release](#) and present some of the **best practices** based on lessons learned throughout the project cycle, which are going to be circulated by the CoP network to EU and national stakeholders.



The third and final year of the project was impacted by the COVID-19 outbreak. At the time of the lockdown during the COVID-19 pandemic, the InterCap project experimented with creative ways in order to stay active and support others to do the same. Specifically, the CoP network played a crucial role since with the use of technology, two more CoP webinars were organised and implemented providing a constructive use of time spent at home and increasing the knowledge base of the participants on Development Education, Migration and Sustainable Development themes. The topics and the structure of the webinars were defined during the third yearly **online meeting of the CoP Steering Committee**, held on the 23rd of March 2020. These webinars have helped to enhance and empower the CoP network with the participation of notable experts and the wider public.

Moreover, with the use of new technological tools and applications, we have increased the effectiveness of InterCap's promotional activity.

2. Introduction

The InterCap project aimed to enhance critical understanding of migration and sustainable development, underlining the importance and the role played by the global education.

For this reason one of the main goals of this project was to **establish European networks** to put in contact civil society organisations (CSOs) and universities from partner and associate countries and to promote global learning on migration, security and sustainable development. **The CoP** was one of these networks and it was open to external stakeholders, specifically EU wide organisations, in order to support InterCap partners in their dissemination efforts throughout the project cycle.

The CoP aimed to connect the project partners with external stakeholders for two main reasons:

- 1) To maximize the communication impact and reinforce the visibility of the project in order to outreach a wider general public in the EU;
- 2) To enrich the knowledge based on the project themes (Development Education, Migration and Sustainable Development), by gathering a set of thematic resources at EU and national level in an E-Library available on the InterCap platform

(<https://developtogether.eu/en/resources>).



The number of people **registered in the CoP network up to this point is 2597**.

Moreover, **2 EU level organisations, CONCORD Europe and Angel Network**, have been **active members of the CoP** and supported InterCap at all times in these 3- year journey. Both networks have played a vital role in reaching out to EU institutions or members of their networks, enhancing the project visibility and resonance.

From March to June 2020, the InterCap project held **2 webinars**, whose main purpose was to reinforce the CoP network, giving the participants the opportunity to share ideas, thoughts and knowledge related to InterCap topics. The webinars mainly attracted people with academic background, representatives of various international organisations and NGOs, Local Authorities, trainers and students across 19 countries.

2.1 Webinar Highlights

On 17th March 2020, the InterCap project held the second webinar of the project titled: ***“The security Discourse surrounding Migration: Perceptions vs Reality”***. This webinar focused on the intersection between migration and the security discourse and the role of the media in shaping public perceptions of migration. The webinar’s main speakers were three professors coming from **La Sapienza University of Rome**: Andrea Carteny, Professor of History of International Relations, Nadan Petrovic, Professor of Strategies of International Cooperation, and Mauro Sarrica, Professor of Social Psychology and Peace Psychology.

Prof. Andrea Carteny and Prof. Nadan Petrovic provided a general **overview on the topic of migration-security link**, focusing on what approach and what means can be adopted in the fields of defence and security to restrain illegal migration and to fight criminal networks.

In the second part of the webinar, **the stereotypes and prejudices against immigrants in psychological terms** were discussed. Prof. Mauro Sarrica shared a psychological- oriented point of view as it comes to the attitudes towards immigration, highlighting how the media can reinforce the criminalised image of a newcomer and underline anti-immigrant rhetoric.

81 people registered to attend the webinar, while at the time **50 participants** actively participated in the debate.



This webinar was a great opportunity to gather people coming from different backgrounds and fields of action in order to share their views and challenge their thought around these topics.

The participants, as shared at the end of the webinar, were impressed by the video and images used to reveal our prejudicial and stereotypical attitudes towards members of different ethnic and cultural groups. Prof. Mauro Sarrica pointed out how stereotypical or threatening images can communicate derogatory racial meanings in a subtler way than an equivalent verbal statement.

Full recording of the webinar can be found [here](#).

On 12th June 2020, the InterCap project held the **third and final webinar** titled “**COVID-19: What Is The Impact On Migration And Education? Risks And Opportunities Across EU**”.

The purpose of this webinar was to create a space where the participants would have the opportunity to be a part of a stimulating debate, share their views and challenge their thoughts around an extremely relevant and up-to-date issue. The CoP network was also empowered and enhanced with the participation of notable experts and the wider public.

The keynote speakers of this webinar were the following:

- Mrs. Veronica Boggini, Financing for Development and Migration Expert for the ONG “**Save the Children**”, who analysed the impact of COVID-19 on migration flows.
- Mrs. Francesca Rossi, Researcher at the **University of Rome la Sapienza**, who referred to the EU response to the COVID-19 crisis.
- Mrs. Luisanna Paggiaro, an English teacher and member of **ANFIS (Associazione Nazionale dei Formatori Insegnanti Supervisor)** who talked about the impact of Coronavirus on the education field.

The webinar was divided in three parts. First, the participants followed the presentations of the three guest keynote speakers of the webinar on the topics of **education, migration and the EU response towards the COVID-19 pandemic**.

After the presentations of the keynote speakers, the participants were redirected to different small groups where they had a 10-minute discussion on each one of the topics discussed with the keynote speakers in the plenary e-room (impact on education/ the EU response to COVID-19 crisis/ impact on migration). Each group discussion led to some interesting reflections, which were then shared to all participants during the final debate.



Specifically, as it comes to **education**, it was mentioned that the COVID-19 pandemic affected the educational systems worldwide, leading to the near-total closures of schools, Universities and colleges and has brought up the lack of remote teaching experience. However, participants from different European countries pointed out that Universities were much more prepared for online education than the school sector, and teachers need to rethink the methods and introduce more interactive methodologies to online teaching/ learning.

The participants attending the **EU response towards COVID-19 pandemic** breakout room tried to address the following questions: What will the EU scenario be after the COVID-19 pandemic? How will this crisis affect the European citizens? Would their opinion go towards requesting a stronger union or will it scatter it further?

They have argued that this crisis should be an opportunity to re-evaluate the European values and that the European countries need to have better coordination at regional, local and European levels as it comes to global scale issues and crises. The member states of the EU should be empowered by the EU, not just on the financial aspect, but also on emergency response and health management.

Regarding **the impact on migration**, the group of participants noted that this pandemic, like Ebola, exacerbated inequalities and homelessness. Governments around the world have adopted significant migration management measures (like the closure of borders) to try to contain and halt the spread of COVID-19. These measures though were borne disproportionately by the most vulnerable, including refugees and immigrants.

Some people are exploiting this pandemic to set the image of migrants in a darker perspective, attempting to draw a clear link between the migrants and coronavirus, without any evidence to support this. Participants also pointed out that solidarity of society needs to be increased and discussed on how local and European authorities should assume responsibility towards migration. **100** people in total registered to attend the webinar, while at the time, **47** participants actively participated in the debate.

You can watch the video recording [here](#).



3. InterCap progress and results – Press release Year 3

Migration, Sustainability and Development Education - where we are & way forward

31st of October 2020

During the last year (November 2019 - January 2021), of the EU-funded InterCap project, the partners' consortium has performed the following activities:

- Organisation of **2 CoP webinars**, engaging a total of 97 participants.

The CoP webinars gave the opportunity to the participants to share and exchange their ideas and knowledge in relation to InterCap topics, providing at the same time a common space for practices exchange between CSOs, Local Authorities, teacher trainers, in and pre-service teachers and other education actors.

- Implementation of **22 Practice-Oriented Projects**, involving LAs, Schools, Universities, CSOs, Pre-Service teachers.

The main aim of the practice-oriented projects was to actively engage pre-service teachers, who were supported in the realisation of awareness raising initiatives in their local context, involving CSOs, LAs, Schools and Universities. The initiatives have contributed to raising awareness on the topics of the project (Sustainable Development and its interconnection with Migration) among educational stakeholders and the wider community in the local context. The practice-oriented projects covered a broad range of activities such as: photo exhibitions, panel discussions, online quizzes, film screening, webinars, creation of videos, awareness raising events, symposiums, debates, and info sessions.

Since the project received an extension, due to the COVID-19 pandemic until the end of January 2021, more practice-oriented projects are foreseen to be implemented by the partners.

- Undertaking of **51 internships**.

The project offered to pre-service teachers the opportunity to undertake an internship in a CSO and be involved in its activities under the supervision of their mentors (teacher trainers), in order



to increase their knowledge and build their capacity on global issues and challenges (sustainable development, migration, poverty). The internship was another mean to foster a collaboration between CSOs and the educational sector in the partner countries.

With the support of their mentors, the interns developed their understanding on the project's topics and acquired practical and professional skills such as teamwork, planning, time management, project design and management in general, which will be an important asset in their teaching and awareness raising initiatives. During the COVID-19 crisis, smart working allowed interns to work remotely.

The feedback collected by the interns and the mentors was very positive overall. The interns expressed their satisfaction with their participation in the InterCap project as it gave them the opportunity to learn more about specific participatory educational methodologies and the importance of global education (migration and sustainable development). They expressed their willingness to adopt and implement these methodologies in their future teaching practices.

As mentioned above, due to the COVID-19 crisis that resulted to the extension of the project, more internships are yet to be completed too.

- Implementation of **56 National Trainings for Teachers Trainers**, delivering face to face and/ or online InterCap modules.

The national trainings aimed to increase the capacities of teacher trainers to enable pre and in-service teachers to address migration, sustainable development and interdependence with the use of interactive methodologies which promote critical enquiry and active participation. According to participants' feedback, almost the totality of them all, expressed their interest and satisfaction in the topics covered by the trainings and the methodologies proposed by the InterCap training package. Following the measures put in place by the authorities in each partner country regarding the evolution of the spread of COVID-19, partners were able to switch to online implementation, if necessary, for their training activities. The content was adapted to the online format of the training and creative alternatives were designed. Some more training activities are yet to be implemented.

- Implementation of **63 National Training Workshops to Pre-Service and In- Service Teachers**.

This activity aimed to present different approaches and methodologies of development education



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(Communities for Philosophical Enquiry; Open Spaces for Dialogue and Enquiry; Theatre for Living) for better understanding of international migration and sustainable development. The training workshops were delivered through face to face workshops (14 hours, 2 days), alongside extensive promotion of the eLearning platform (20 hours of online interaction with resources and peers) for capacity building for interested pre-service and in-service teachers. The great majority of the participants expressed their interest in the topics addressed by the workshops and in the methodologies proposed by the InterCap Training Package. Since March, workshops switched to online implementation in the partner countries, due to the COVID-19 pandemic. A few more workshops are still to be implemented in some partner countries until the end of the project.

Moreover, the project partners' team organised and participated in **Policy Coherence for (Sustainable) Development (PCD)**-related meeting and continued the **Mentor partnership** with teacher training institutions. During the last year of the project, the partners' consortium conducted **small-scale surveys** to check how the InterCap Training Package was implemented in the Mentor partners' institutions and had direct feedback on InterCap materials from the trainer/facilitator coming from the mentor partners and their students. The overall results of these surveys confirmed **the quality of the InterCap Training Package**, since InterCap materials offered the possibility to be adapted in different situations and contexts, and for different groups of people; despite the challenges we have all faced the past year and the strict measures in place to contain the COVID-19 pandemic.

InterCap, offers an online repository of relevant **EU and national documents** (reports, academic publications, learning materials) and **media sources** on migration, sustainable development and development education, the **E-Library**. If you wish to access the InterCap knowledge date base and contribute in its enrichment through the additional resources space, all you need to do is to **register to our Community of Practice network**.

For further information, please send us an email at info@developtogether.eu or visit our website <https://developtogether.eu> or follow us on social media ([Facebook](#), [Twitter](#) and [LinkedIn](#)).



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4. Conclusion and Best Practices

The InterCap partners' consortium has put together a list of **best practices** that have been proven to be superior to any alternatives to achieve the ambitious targets foreseen by the project. Specifically, in this section you may find some tips, best practices and suggestions that could be really useful to improve future project performance and achieve project success.

In March 2020, due to the COVID-19 outbreak, all project activities moved to online implementations or were combined to the face to face actions. For this reason, all partners were forced to rethink and redesign the activities and methods of the InterCap project as to be properly transferred and adjusted to the new reality.

Creative methods and practices were designed and promoted by the project partners. For example, the **online workshops and training implementations** became much more interactive, with the use of different online tools such as *Kahoot* for quizzes on migration and SDGs, *Google Jamboard* and *Padlet* for brainstorming, *PAD* (different versions) for working on a word document simultaneously (e.g. Brainstorming, Pro/Contra answers; etc.), *Sli.do* to create word clouds and polls, group work in **Breakout-Rooms**, etc..

According to participants and partners' feedback, during our online events, interactivity in small groups (e.g. **Zoom Breakout Rooms**) had a positive effect on the participants since they felt more comfortable sharing their thoughts in groups of 5- 10 people rather than when they were in a plenary session. The **Breakout rooms** in *Zoom* also proved to improve teaching practices:

- When teaching different target groups (e.g. in-service teacher, university students, teacher trainers) with multiple interests and/ or levels of knowledge, as it is possible to divide them into different groups. Trainers can use different teaching techniques in each group and assign different tasks;
- When there is a need to have some group work. Participants were satisfied with these sessions, because small group discussions allowed them to interact with each other and work together; something that made their learning process more exciting, interesting and rewarding;
- When you network. Group work and group discussions in Zoom breakout rooms encourage social interaction and participants have the opportunity to get to know each other better.



Following the measures put in place by the authorities in the partner countries to contain the spread of COVID-19, internships also started to be implemented online or in a “hybrid form”, a mixture of home and office working. Team meetings took place through online platform such as Zoom, WebEx and/ or Skype. The online implementation ensured that the activity did not need to be postponed or even cancelled. Many students had financial problems as they lost their jobs during the lockdown. Thus, the possibility of online internships provided them with financial support during this difficult time.

Regarding the project communication and dissemination plan, the InterCap partners’ consortium defined, modified and continuously updated the communication and dissemination strategy, taking into account the project needs and the results to be achieved. The communication strategic approach was defined during **the 3rd online meeting of the CoP Steering Committee**, which took place on the 23rd March 2020 and fine-tuned during the **5th Transnational Partners’ Meeting** held (online) on the 14th May 2020. Representatives from both CONCORD and ANGEL networks participated in the 3rd Community of Practice meeting and contributed at all times.

The following recommendations and suggestions have been collected:

- **Social media** can be used for both communication and dissemination activities and allow to reach an extremely wider audience. *Twitter* seems to be much more interactive media than other social media. Our webinars have been tweeted by renowned organisations;
- Posting **visuals and interactive social media** posts was more engaging and attractive towards our audience and has helped to capture the interest in the aims and outputs of the project. *Canva* is a simple graphic design tool and people can use it to create engaging and unique content for social media (available templates for free);
- **Real-life experience** posts were also very attractive, engaging and useful to convert social media followers into new participants for project activities;
- Sharing a **promotional video** of the project via social media was a relevant opportunity to present its objectives and opportunities. A promo video also increases the opportunity to have long-term views.
- **Taking advantage of the promotions** (sponsored advertisements) to ensure that your post has reached a wide audience. InterCap video’s sponsored promotion through Facebook



reached an extremely wide audience because of this practice. Facebook promotion was also effective to ensure participation in the project's activities and events.

Moreover, **establishing synergies** with other EU and/ or national projects dealing with relevant topics and establish cooperation and networks with other organisations and education institutions have brought an added value to the project. Specifically, **the involvement of 2 EU level organizations**, CONCORD Europe and Angel Network, in the CoP allowed to outreach EU institutions and increase project visibility and resonance. CONCORD Europe and Angel Network offered to support InterCap dissemination by sharing news and materials with their mailing list.

Identifying different stakeholders and target groups to outreach and involve them in project initiatives was also beneficial to our project. The categorisation of stakeholders and target groups according to their interests and field of activity supported our action to send out to them only specific and relevant to them outputs. For instance, the “Audit on migration, sustainability and development education” (Act. 1.1.1) was of great interest for institutional stakeholders and the academia, whereas the training package (Act. 2.1.1) attracted more teachers and university students. In the emerging and ever-changing COVID-19 context, these were some examples of successful adaptation and rapid deployment of educational technology products.

During the COVID-19 lockdown, the project continued to offer online activities and free downloadable resources in an effort to further increase people's capacity on Development Education, Migration and Sustainable Development themes. COVID-19 might have changed our daily routine but there are creative ways of staying active and experiencing the remote teaching and learning process.

The **European Development Education Community of Practice** will continue its interaction after the end of the project, ensuring sustainability of the project and further developments at European level.



Special thanks to the **members of the Community of Practice network** for their support and contribution throughout the 3- year life span of InterCap project. Also, we would like to express our forever gratitude to **CONCORD Europe** and **ANGEL network representatives** for reinforcing our actions and debates with their participation and recommendations. Our project would not have been the same without your participation and the experience and knowledge you have shared with us all!

InterCap Consortium



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