

PROJECT TITLE	Oltreconfine A Workshop on Migration
DURATION	2016 – 2017
AREA OF INTERVENTION	Nothern Italy – Province of Trento
PROJECT LEADER	Centro Astalli (Trento, IT)
PARTNER	Mazingira Association, ATAS – Associazione Trentina Accoglienza Stranieri, Cooperativa Sociale Punto d’Approdo Onlus, 46 Parallelo
BACKER	Caritro Foundation (Trento and Rovereto, IT)
BACKGROUND	<p>The project proposed a didactic path of sensitization and education on the theme of the international migrations and right of asylum. The sub-themes explored were: refugees and wars today, integration through the media, migration and environmental issues.</p> <p>Mazingira followed the training course on migration and environmental issues in a class of the Fontana Institute of Technology, for which three training meetings and two workshops were planned.</p>
BENEFICIARIES	<p>(considering only the activities implemented by Mazingira)</p> <ul style="list-style-type: none"> • A high-school class from an Institute of Technology
OBJECTIVES	<ol style="list-style-type: none"> 1. To understand the general phenomenon of migration in the globalized world and its effects on the local host community, using the point of view of the “other”; 2. To acquire a sense of personal responsibility (political, social and environmental) in relation to the above issues, recognizing oneself as a “link” in a chain that links global phenomena and local repercussions; 3. To increase personal reflection on one’s ability to react, interact and re-elaborate on social processes 4. To experience teamworking; 5. To approach the network of social solidarity that deals with migrant and refugee people, making the encounter with the “other” an opportunity for personal growth.
IMPLEMENTED ACTIVITIES	<p>Brief description of the training course carried out by Mazingira:</p> <ul style="list-style-type: none"> • The issues addressed were the environmental crisis, climate change and ecomigration. • Short initial questionnaire to understand the degree of awareness of the students about the issues covered. • Brainstorming on the theme of climate change: students are asked to write on a post-it what, in their opinion, is the main environmental problem that our planet is facing.

Brainstorming is then explored, and post-its are arranged to identify macro-areas.

- In-depth analysis on pollution and the use of fossil fuels, in order to introduce the concept of *Limits to Growth* (*Club di Roma*, 1972).
- Analysis and comparison of two lifestyles, the eco-centric one and the anthropocentric one.
- In-depth analysis on the Planetary Boundaries by introducing the study by *Rockstrom et al. (Nature 461, Sept. 2009)*, which identified 9 areas that correspond to 9 planetary boundaries.
- Analysis of the boundaries that unfolds across several themes, including the rise in global air and water temperatures, the worrying level of air and water pollution and its negative consequences for ecosystems and populations, the loss of biodiversity.
- Interactive activity: six posters are displayed in the classroom, with statements on climate change and the environmental crisis. Students are invited to position themselves next to the poster that shows the sentence in which they are most reflected, and to articulate a statement that summarizes the reasons why they have chosen that position, what are the dominant feelings in choosing it and what are possible actions to be put into practice.

METHODOLOGY OF MONITORING

The monitoring was carried out throughout the project, in order to assess the achievement of short and medium term objectives and calibrate the continuation of activities on the basis of the results obtained from time to time. A final evaluation was then promoted both with the beneficiaries, through a questionnaire and direct dialogue in the classroom, and with the teachers.

RESULTS

- The participatory methodology has been effective as evidenced by the skills acquired and expectations met and verified through the questionnaires of appreciation and evaluation.
- The training course has brought the classes to reflect on and critically evaluate the effects of climate change linked to the phenomenon of migration. During the activities, stimulating and involving debates were held, thanks to which it was possible to assess the greater degree of awareness acquired by the students on the topics discussed.