

Prevention of radicalization in the Italian Law.

Given Italy's long history of confronting domestic terrorism (such as the Red Brigades in the 1970s and early 1980s) and sophisticated criminal organizations (in particular, the Sicilian Mafia, the 'Ndrangheta and the Camorra), Italian authorities developed skills and legal tools that are useful in confronting jihadist terrorism. Additionally, over the last few years, Italian lawmakers have passed various laws aimed at strengthening the country's already extensive counterterrorism legislation, and adapting it to the current threat.

In general, Italy gives priority to the criminal justice system in its approach to counter-terrorism, as Italian authorities have ample powers to conduct lengthy surveillance operations and pre-emptive raids.

Deportation of foreign suspects, in particular, has been the cornerstone of Italy's counterterrorism strategy. In fact, two antiterrorism laws, adopted in 2005 and in 2015, expanded the hypotheses for the administrative deportation of non-EU citizens.

Since January 2015, authorities have deported 221 individuals; 89 from January to October 2017 alone. Administrative deportations are often ordered when evidence against an individual is deemed insufficient for prosecution, but sufficient enough to determine that he/she may pose a threat to national security.

According to many experts, the wide use of this tool represents an important factor in maintaining low levels of radicalization in the country, as the use of fast-track deportations can help prevent the formation of extremist networks on national territory.

These hard-nosed, repressive tactics, however, have not been accompanied by an equally robust preventive approach. Unlike most Western countries, in fact, Italy has not developed any program or strategy aimed towards counter-radicalization or de-radicalization.

However, Italy's Lower House recently passed a **bill in the summer of 2017, introducing "measures for the prevention of jihadist radicalization and extremism. The bill currently awaits final approval from the Upper House (Senate).**

The Italian Chamber of Deputy approved its first anti-radicalization strategy on 18 July 2017 (Draft of Law C-3558, Dambruoso-Manciulli).

The law brings a completely new approach to the matter, inspired by other European and Western countries, where it is commonly accepted that a strategy based solely on repression of terrorism is incomplete.

Monitoring, investigations, intelligence work, arrests are currently at the heart of Italy's anti-terrorism efforts. But as it becomes clear that these efforts are not enough to eradicate terrorism completely, the Italian State wants to have a more holistic approach to the matter.

The new efforts will be coordinated by a special governmental organ as well as a parliamentary committee, under the guide of a National Center on Radicalization (CRAD), but implemented at the local level in Regional Coordination Center on Radicalization (CCR). **It aims at combatting the Jihadist message not only through law and order, but also culturally, by involving different State organs (for example schools) as well as civil society (first of all in Islamic communities, but also in the welcoming of newcomers, and on the Internet).**

The law also looks more especially at radicalization online and in prisons. The work being done on these matters is on multiple fronts. It is a cultural revolution that has to be done by the majority, not the minority, with participation of the entire society. **Therefore the Law provide funds to support schools and University in adopting specific programs aimed to empower intercultural ad interreligious dialogue.**

REM project perfectly fits in this new normative and institutional context. Promoting a culture of respect based on a reciprocal knowledge between different cultures, is a way to implement the non-repressive strategy which is the core of this new Italian draft of Law.

Organizations utilizing teaching methodologies to facilitate integration of migrants and to prevent radicalization.

The organizations and the projects presented below pertain to five areas of interest:

- schools of Italian language for migrants
- training for students and/or for teachers in secondary schools
- work with communities and territories
- entrepreneurship

• **Schools of italian language for migrants**

Social Cooperative In Migrazione - Rome

AbeCeDario : Experimental project of Italian L2 school for Asylum seekers and refugees

Website <http://www.inmigrazione.it/>

On the site, in ABECEDARIO and Methodology / Italian L2 menu there are many downloadable materials

Context	<p>The Italian L2 school for refugees and asylum seekers considers school as a journey that leaves traces to those who teach and those who learn, as an exchange of experiences and relationships: in short, a privileged exchange between people of different cultures, where fulfill primary communication needs, where you can build communities, ask questions and search together.</p> <p>The creation of educational and training contexts allow the expression of the word on an emotional and learning level. Such level can create a basis of safety for people victims of exile and expelled from their place of life and away from emotional ties.</p> <p>About this</p> <p>a) alongside an educational program aimed at acquiring communicative and linguistic skills at various levels (elementary, intermediate and advanced)</p> <p>b) there is also a laboratory of expressive pedagogy using significant and well-known texts from literature, novels and fairy tales. The research of the deep and universal themes included in texts opens to a work of sharing and re-elaborating previous experiences.</p>
Promoting institutions and implementers	Social Cooperative In Migration , in collaboration with Acisel and with sponsorship of Carlo Collodi National Foundation
Reasons and objectives of the route	<p>One of the texts chosen is “Pinocchio” that touches deep and existential themes, marked by meetings, travels, discoveries, dramas, adventures, rebellions.</p> <p>“Pinocchio” is a story full of ideas</p> <p>- on the great themes about travel, about family, about distance from the</p>

	<p>affections, about traveling companions, about discovery of a new context, about dreams and aspirations, about growth, about search for a proper balance;</p> <ul style="list-style-type: none"> - on cultural, social and historical issues; - on reports that know fraud and deception, justice and laws, - on the comparison with school and work <p>Between the imaginary and fable path of Pinocchio and the real path of the people, a bridge is built connecting the novel and its metaphors with the experiences of the people.</p>
<p>Type of activities carried out</p>	<p>The workshop identifies key themes / characters from the novel by Pinocchio and develops the following tools on these:</p> <ul style="list-style-type: none"> - iconography and video allow us to tackle the first chapters of Pinocchio's history ; - on this basis one can work on phonetic sounds, the writing-bed, the family of the name, the elementary structure of the sentence ... - the film directed by Comencini allows to work on the description of environments and characters and from here you move on to the description of person and environments both of origin and of new destination; - Facing issues such as family (Geppetto, Eater), cheating (the cat and the fox), justice (the judge), friendship (Candlewick), play and carefree (Toyland) is they can use the techniques of narrative circles, traditional games, songs, folk dances, painting and drawing, manual handicraft production using recycled material in order to share experiences, anxieties, participants' expectations ; - further attention is given to the narration and the theatrical representation of sequences taken from the history of Pinocchio as well as stories and fairy tales from their country of origin . <p>Some examples of teaching units :</p> <ul style="list-style-type: none"> - lexicon preparatory to unit 1 - unit 1: like Mastro Ciliegia, a carpenter, he finds a piece of wood that cries and laughs like a child - language support exercises for Unit 1 - teaching unit on the theme of work: from Geppetto carpenter to ... - unit 3: Pinocchio goes to the city - as a result of unit 3 there is an exit of a day in the city in search of signals, visits to some places and points of reference for migrants - in the classroom, after the release, linguistic support activities are carried out referring to the discoveries made in the output, with instructional cards and games, ending with a narrative production with drawing included on Describe your city, what it's called, how it is, what's up... - teaching unit on "to want is always to be able to ?" - unit 4: the talking cricket and its advice - language support exercises for the unit 4 - unit 4 opens a section on the "good advice" I received and gave , in the past and in the present (a tip to find Italian friends, to find a job, to learn Italian, to find Italian wife, advice of the students for the teachers, advice for those who start the journey

Recipients of the activities carried out	The participants in the workshops are those of the Italian L2 annual school. For example, in 2015-2016, there were 60, aged between 18 and 50, divided into different language levels ; 48 men and 12 women, 41 from Africa (from Mali to Egypt) and 19 from Albania, Palestine, Pakistan, Bangladesh and the Philippines.
Results achieved and future developments	The works are at the end of the year gathered in a text that the participants bring with them and which fixes stages carried out compared to Pinocchio's story in background.

Asinitas (social promotion association) Rome:
School for asylum seekers, refugees and migrants
<http://www.asinitas.org/>

Context	<p>The basic perspective concerns the interpretation of the Italian school for asylum seekers as an instrument of conviviality for the construction of a society of cohabitation and citizenship . Migrants and refugees, like any person taken away from their culture, voluntarily or not, pay a high price and suffer from a discomfort caused by nostalgia disorientation, loss of home, crisis of presence, traumas suffered, failure to recognize their rights. At the same time, the arrival in a foreign country is also full of vitality, desires, new opportunities that open up.</p> <p>Consequently, a school of Italian must take chances from which to start again in order to solve inner contradiction of persons becoming part of a new context but of not making it part of it. What characterizes the meeting at school is the mutual non-knowing of the other: the other is unknown to me and appears different, but the same happens to him. In this sense we are mutually foreigners.</p>
Promoting institutions and implementers	Associazione Asinitas Onlus activate the school with a team of 6 operators and about 10 volunteers of which some trainees who are distributed in three classes : pre - literacy, basic and advanced. The team is characterized by its strong interdisciplinarity: within it there are people with linguistic, philosophical, pedagogical, political, literary and psychological training. Basic idea is that to do school, means to build society. Approach used is free from academic frameworks that risk being trapped in a purely theoretical look, and logic is that making something is never separated from research- constant action.
Reasons and objectives of the route	<p>The pedagogical action of the association is in the line of movements and intellectuals who in Italy have done theoretical / practical research on the methods of active education (from M. Montessori to L. Borghi, from the centers for the exercise to the methods of active education (CEMEA) to the educational cooperation movement) as well as Paulo Freire's approach.</p> <p>Asinitas's method is based on the following elements:</p> <p>a) attention to the physical space and to the emotional / relational climate in which it takes place at school (layout, furnishings, welcoming environment ...);</p> <p>b) the body and singing, with privileged attention to the various types of games (of opposition and cooperation, trust, sensory ...). The choral singing</p>

	<p>links the voices, expressions of their uniqueness that mix and add to each other. The body of the voice is formed and then the group is formed and the singing takes shape. Singing means being in a harmonious voice in a new language. Singing in the mother tongue allows one to relate to one's own memories, and to make them live again within the group. Sharing allows us to reshape our experiences, re-elaborating them in new contexts.</p> <p>c) memory and narration : memory is often an exchange of memories and re-actualizes stories in the present, transforms the past and takes on new forms of identity, giving new opportunities, possibilities and potential, re-placing people in the world. Forming oneself to listen and narrate stories means building bridges, building dialogue ;</p> <p>d) Manuals and expressive workshops They are another form of self-expression, art of creating is a way to give body, shape and color to emotions. The final creation will speak of its author: the methods chosen to represent something abstract, the objects and materials used, the final return to the group. The elaborate is fruit of the mediated will and then realized to revive a memory, a situation, a moment or a past place</p> <p>e) a background that integrates a story or a theme that frames every proposal, which allows you to observe it from different points of view and re-cross it through various expressive languages and privileged channels of learning. Integrating background integrates the memories, the abilities, the reflections of each one allowing to weave around that single element a network of meanings and the possibility of expressing them. Background integrator introduces also into a dimension of deep research, already starting from the planning of the didactic / training activities, it allows to weave a mosaic of proposals, which will ultimately give form to a unitary framework. The background integrator is usually a theme that draws in the depths of human experience, something that can excite and intrigue.</p>
Type of activities carried out	The school takes place on three mornings a week throughout the school year.
Recipients of the activities carried out	Every year about 150 men and women, from 16y to 60y, in particular from West and East Africa, North Africa, Afghanistan, Kurdistan turkish, Bangladesh and South America
Results achieved and future developments	This method inspires various institutions throughout Italy that intend to fill the legal obligation relating to the literacy of asylum seekers within a framework of building conviviality and citizenship.

XM24 Social Center in Bologna
Italian school with migrants

Context	<p><i>"No one educates anyone, no one educates himself, men educate themselves together, through the mediation of the world." - Paulo Freire</i></p> <p>The School of Italian with Migrants is a collective part of the social space XM24 , which combines the linguistic and educational pathway with a political path of anti-racist, anti-fascist and anti-sexist inspiration that sees language as an instrument of emancipation, self-definition and socialization. A bottom-up mutualism project that wants to be as horizontal as possible in all its practices.</p> <p>XM is one free and non-commercial social space , one of the few in the city where "natives" and migrants meet, where "mestizo" sociality is possible.</p> <p>XM24 is the first space where those who are learning Italian to SIM can actually use it to communicate and socialize.</p> <p>Because a space like XM24 allows us to "Doing school" in many ways, other than frontal teaching which is one-way teaching. In these years, we arrange Italian school cooking for self-financing dinners, repairing the bike in the bike shop, writing the banners for the days of migrant strike, working in the gardens, listening to a concert together, talking with the farmers of open fields, doing sports in anti-racist tournaments.</p>
Promoting institutions and implementers	<p>XM24 is against the borders, the exploitation of migrant workers and workers, the repressive violence against migrants and is a self-managed space . Practicing, as a school, self-management, means for us to overturn the logic of the migrant as a passive and weak subject , who can only take advantage of a service and receive assistance.</p>
Reasons and objectives of the route	<p>Migrants and migrants within the school and XM, they become not only an active part of your Italian learning process, but also the activities and management of the space where they learn. This is why we call School WITH Migrants, and not FOR Migrants.</p> <p>No professorship or desk and no clear division between teachers and students. We are all part of a collective and together we learn and plan lessons. Language teaching is a practice and an instrument of emancipation. It is not aimed at the task and a performance, but it is an instrument with which a person can also participate in what is happening around " .</p>
Type of activities carried out	<p>The school is active two days a week and structured on three levels : basic, intermediate and advanced, to allow people to join the group that responds better to their knowledge of Italian.</p> <p>The teaching approach that SIM _XM24 has decided to apply is a model of horizontal education, in which both educated and educated become subjects and participate in the same narrating subjectivity. Therefore the</p>

teaching aims to provide those elements and those communication structures that allow us to interact with reality in an equal and subjective position, thus making possible expression of one's unique and unrepeatable identity. The choice of themes which make up the didactic programming responds to this vision of learning as a progressive acquisition of the tools for self-narration, through a dialectic of encounter / clash between one's subjective point of view (who I am, what my desires are) and the external reality (the structures in which to insert / confront / clash). The result of this process of narration should constitute the premise for the constitution of a collective ego going beyond the dialectic of confrontation between reality and subject, arriving at the constitution of alternatives and projects, of which the SIM itself is part.

The monthly macro-theme and the weekly themes

Teaching is planned in relation to the objectives of the school and taking into account its own structural characteristics (high mobility among the lessons, possibility of immediate access at any time of the year, partial absence of continuity in the class). An usually tending monthly Subdivision is made in macrothemes, , whose content and progression are established by the school's assembly.

Within each macro-theme, every week is centered on a theme, according to a logic of thematic progression that follows didactic idea of language learning as a growing capacity for storytelling and self-narration through language. The succession of macrothemes and the subdivision into weekly themes is therefore identified in a functional way to be able to tell and self-relate.

The division of the week

During the week, a specific aspect of the topic under discussion is dealt with each day. Subdivision into sub-themes differentiates the specific aspects to be treated for each individual theme, and the coordination allows to maintain a relationship between the sub-themes, avoiding repetitions, unless desired. For example, if the theme is the description of the self a progressive trend can be: personal data, physical characteristics, personality characteristics. At the end of each cycle of sub-themes, one day of the week is dedicated to a work of recovery and synthesis of the aspects previously dealt with. The choice of sub-themes it is entrusted to the school assembly and to the level assemblies.

The moment of the lesson

The lesson (together with the weekly assembly) is the central and constituent element of the school, where the objectives of the school are concretized and are put to the test of practical experience.

The central element of a lesson should not be the grammar school learning but **the expression** , especially that related to the story of its own story : grammar is the tool for expression and does not constitute in itself the end of a lesson.

The moments that have been identified within a lesson are in particular three: the external comparison , which can occur through reading or viewing a photograph (etc), in which the group tries to understand and compares with a position (REFLECTION); **dialogue and discussion within the group** (ELABORATION); **the production of a new group idea** (INVENTION).

The three moments refer above all to advanced linguistic levels but can be translated into an indication useful also for the base group when they follow

	<p>three basic skills of language learning, which must be present and equally balanced within each lesson: READING , ORAL EXPRESSION AND WRITING.</p> <p>Self-assessment and feedback Once a month, an assembly is dedicated to self-assessment of the teaching trend. Discussion is facilitated by lesson evaluation materials to be distributed to students in the week before the self-assessment meeting.</p> <p>Another pivotal point of the Sim is the weekly assembly , in which everyone participates, plans the following lessons, and discusses and discusses issues that are not related to teaching, but to the social and political life of the city. An approach similar to the general one of the social center, where the organization foresees an assembled form based on the values of antisessism, anti-fascism and anti-racism .</p>
<p>Recipients of the activities carried out</p>	<p>Migrants from any country. No numerical data on the frequency are available</p>
<p>Results achieved and future developments</p>	<ul style="list-style-type: none"> - active participation in the school project (beyond the lessons) is desired, encouraged and sought at all levels, but particularly at the advanced level - and in a different way at the intermediate level - where linguistic conditions exist to fully test it. This does not mean that this does not arise as an obligation for the migrants who are part of the school. - grammar is a medium, and as such it must be carried out at all levels according to the appropriate modalities and needs that arise (obviously at the base will have a role and a greater space, and in some central moments, compared to the other levels) . - as the level progresses, pure grammatical comprehension should give way to the conceptual and content understanding of the language, and in this sense the vocabulary increases and one is able to talk about topics unrelated to oneself and one's own personal needs. <p>A few years ago, the Sim was the protagonist of a case that has crossed the city limits, until arriving in Italian Parliament. The garrison role of our school, made possible to raise the issue of <u>newly reunited foreign children who were rejected by the schools of the city</u> . The complaint raised the veil on a widespread problem that called into question the right-duty to education and forced the Local School Official (Provveditore) to run for cover, preparing a protocol for the inclusion of foreign minors newly reunited , through the mechanism of schools-pole.</p>

• **Training (for students and/or for teachers) in secondary schools**

Leon Battista Alberti Association - TURIN

Islam. Roots, foundations and violent radicalization. Words and images about it

<http://www.kore.it/Associazioni/alberti.htm>

Context	The project comes from Work Table that the City of Turin promoted, through the Legality Committee of the City Council, to face projects and policies to prevent and combat phenomena of violent radicalization that can fuel different ways of terrorism. This working table, from summer 2015, involves public and private players, religious communities and associations that carry out or are interested in carrying out this form of terrorism prevention which tries to influence the cultural, social and psychological roots of the phenomenon.
Promoting institutions and implementers	The project, a no-profit project is coordinated by Luca Guglielminetti. Project was conveyed to secondary schools by the Legality Committee of the City of Turin with the Associations: CO.RE.IS. Islamic Religious Community, ASAI Association of Intercultural Animation, ANPE National Association of Pedagogists, LBA Leon Battista Alberti, in collaboration with CE.SE.DI., the Didactic Service Center of the Metropolitan City of Turin and its catalog of educational offer.
Type of activities carried out	An annual educational path that includes: - three-hour meeting with teachers on objectives, methodology, assessment tools and expected results; - two meetings each, by 4/5 speakers, including the testimonies of imams, migrants and victims of terrorism, using video and images on a Power Point or video program; - a meeting with the two-hour class to define the contents of the students' contents, both technically and technically; - Final public presentation of students' papers as regards videos, images, analysis and thought.
Recipients of the activities carried out	Lecturers and secondary school students
Reasons and objectives of training	The Mediterranean, especially in its southern and eastern areas, is crossed by many political and social upheavals, which are reflected in the internal balance not only of countries directly involved but also, in immediate reflection, on the northern shore, starting from Italy itself. An old system of equilibrium is no longer valid. Change storytelling is difficult. The risk of using words, images, but also ideas in a totally inadequate manner, repeating and reinforcing a set of commonplaces, is an integral part of our inability to cope with new complexity. We must face such new complexity. Question is particularly relevant when compared with phenomena of



	<p>political and ideological radicalization while they take on the sometimes devastating power of terrorism. Relationship with the Islamic world, an extremely complex, differentiated and stratified reality of stories, communities, identities and relationships, is often filtered, above all through mass media, by the echoes of violence consumed in societies that are subjected to violence of terrorist groups. The meeting with classes - in the framework of a territorial activity to combat polarization of both jihadist ideology and Islamophobia</p> <p>At the roots of violent radicalization processes - without the pretension of proposing an exhaustive picture , it intends however to submit to the attention of students and teachers some key words, recurrent in press, as well as among most widespread media, around which to develop a critical reasoning , not only on lexical and terminological level, but also on historical and cultural level. Each conceptual pair of words will be accompanied by images taken from a broader repertoire, in common use, which will be proposed, in turn, a critical reading. The keywords are:</p> <ul style="list-style-type: none"> - Migrant and space - Radicalism and radicalization - Terror and terrorism - Religion and fundamentalism - Power and violence - Islam and Islamophobia <p>The testimony of the victims of terrorism has a great pedagogical value in strengthening a critical thinking in young people, the awareness of risks inherent in terrorism and democratic values of dialogue, legality and active citizenship.</p>
<p>Results achieved and future developments</p>	<p>The initiative had a remarkable adhesion among teachers of the Turin area for a total of 16 classes of eight different schools . In first two years, the initiative involved an average of 300 students per year.</p>

**Lombardy Region
Educate about Differences Project**

Context	<p>In October 2015 the Regional Education Office of the Lombardy Region embarked on a project that aims to promote training in schools dedicated to education to differences in the optics of contrast to all forms of violent extremism.</p> <p>In 107/2015 law , art. 1 paragraph 7, one of the tasks of the school should be the "development of skills in active and democratic citizenship through the enhancement of intercultural education and peace, respect for differences and dialogue between cultures, support assumption of responsibility and solidarity (...)"</p> <p>It is strategic to invest in a training of teachers that is up to the prevention of all forms of violent behavior, originating from various manifestations of extremism (political, religious, ideological, cultural ...) that allows schools to have the tools to identify problematic situations which could result in violent actions.</p> <p>The school today has to deal with a new paradigmatic look that finds in the expression Education for Differences an overall approach able to take care of both the underlying cultural aspects and the derivations at the disciplinary level.</p>
Promoting institutions and implementers	<p>Lombardy Regional School Office Co.Re.Com Lombardia</p>
Reasons and objectives of the route	<p>To be able to interpret the needs of schools and their state of the art on the theme of the project was activated a monitoring carried out by the scientific technical table established by the USR Lombardia and including staff of the same office, university professors and researchers, the parent component and Co.re.com Lombardia.</p> <p>In the first phase it was decided to involve in the project only the schools belonging to the provinces of Bergamo, Brescia, Como, Cremona and Milan. From the analysis of the monitoring results, we have moved on to the structuring and provision of a training course for teachers and managers (max 30 people) of first and second level secondary school, as system figures, who are not able to operate in the prevention of all forms of violent behavior, originating from various manifestations of extremism (political, religious, ideological, cultural) .</p> <p>The components that will be recalled during the course will concern both the identification and management of adolescent conflicts, the interception of extremism signals in the behavior of the students, the construction of preventive education paths to differences and related to "hate crime". Attention will also be given to the role of communication in the manifestations of radicalization.</p> <p>The course will include a theoretical part and a workshop part, through which the participants will be guided to carry out initiatives on the topic in their schools.</p> <p>At the end of the training activity, the teachers will have to draw up a project to be activated in their school.</p>

	<p>The trained teachers could become for the territory (from the point of view of the networks provided for by 107/2015 act) figures of reference, with the coordination of the USRLo Technical Table.</p>
<p>Type of activities carried out</p>	<p>1. Monitoring : composed of questions on three groups of topics: - relations in schools - initiatives already undertaken by schools and their repercussions - types of violent behavior found.</p> <p>2. Training course for managers and teachers on Education for Differences from the point of view of combating all forms of violent extremism .</p> <p>The program includes the following themes :</p> <ul style="list-style-type: none"> - <i>The forms of violent extremism</i> - <i>Conflict management</i> - <i>Management of network communication</i> - <i>Hate crime</i> - <i>Preventative training interventions and procedures for the management of violent extremism and radicalization</i> - <i>Preventative training interventions and procedures for the management of violent extremism and radicalization</i> - <i>Preventative training interventions and procedures for the management of violent extremism and radicalization</i>
<p>Recipients of the activities carried out</p>	<p>Monitoring: 444 secondary schools and 171 secondary schools, with a student population of 198,400 and 177,200 students respectively, in the provinces of Bergamo, Brescia, Como, Cremona and Milan.</p> <p>For the training course: 30 between teachers and managers of secondary schools in the provinces indicated above.</p>
<p>Results achieved and future developments</p>	<p>If the effects of the training within individual schools will be verifiable only in the long term, as concerns monitoring you can record the following outcomes:</p> <ul style="list-style-type: none"> - in schools the privileged way to create favorable conditions in the relations between all the components is that of citizenship and education to legality, which is also the most known and expected area at the ordinal level; - in the secondary school of first grade we have a 41% of schools that claims to have included in the curricular interventions dedicated to the issues in question, while in the secondary second-degree prevalence interventions in the area of extra-curricular. - in the organization of the interviews, more than 90% of the involvement of external experts is involved: this explains why we are oriented towards a training course for teachers and school managers. - among the recognized initiatives valid for addressing the issues subject to monitoring, psychological help desk and critical thinking education prevail;



	<p>- the school world recognizes to principal and teachers a strategic role in resolving the cases addressed. It is main preventive role and evaluation of critical cases.</p>
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Social cooperative Anziani e non solo, Carpi (MO)
YEIP Project: The Youth Empowerment and Innovation Project
<http://yeip.org/>

Context	Terrorism episodes that have been affecting European Union for several years, have led this institution to pay particular attention to policies for preventing and combating the phenomena of violent extremism. YEIP is a three-year project funded by the Erasmus + program that aims to create, test and disseminate a model of policies based on the principles of positive psychology, the Good Lives Model (GLM) and restorative justice, aimed at preventing and combating the phenomena of marginalization and radicalization that can lead young generations to forms of violent extremism.
Promoting institutions and implementers	The European project is coordinated by the IARS International Institute of London (www.iars.org.uk) and involves 18 organizations, including 4 Ministries, various regional public bodies, Universities and NGOs belonging to 7 European countries: UK , Greece, Cyprus, Italy, Portugal, Poland, Sweden and Romania. In Italy entities involved are: <ul style="list-style-type: none"> • coop soc “Anziani e non solo” Carpi • Liguria Region • CRID Interdepartmental research center on Discrimination and vulnerability of the University of Modena and Reggio Emilia • Ministry of Labour and Social Policies - Directorate General for Immigration and Integration Policies
Reasons and objectives of the route	Positive psychology and the Good Lives Model adopt a paradigm based on the strengths of the person and on the enhancement of what makes "life deserving to be lived". By helping people to develop meaningful life projects, they are less likely to commit crime. So instead of dealing young people as a "risk", these measures will focus on their talents and strengths, helping them to develop positive identities . The project involves the involvement of boys and girls of secondary schools that, forming and collaborating with researchers and public bodies, will try to design and experiment with strategies to prevent the risk that their peers are attracted to forms of extremism, radicalization and violent conduct. The concrete results of the project will be presented and made available to public authorities, so that they can use them in the elaboration and implementation of significant and effective regional and national policies. Currently the project has come to the conclusion of its first phase, aimed at investigating the context of individual partner countries on the problem of violent radicalization and its prevention, with particular attention to social prevention (alongside the legal one). This investigation is considered functional at the start of a second phase of experimentation in which the results identified will be used to create the necessary tools to prevent radicalization. The areas on which Italy will have to operate experimentally are the school

	and University. Other countries partner of project will focus instead on juvenile detention centers and the world wide web.
Type of activities carried out	<ul style="list-style-type: none"> - exploratory survey in the 7 partner countries of the project, aimed at investigating the context of individual partner countries on the issue of violent radicalization and its prevention - second phase of experimentation in which the results identified will be used to create tools required to prevent radicalization - After completing theoretical part, training will start in schools and at the University on Good Lives Model - Four young researchers , among students and university students , will be trained to help professionals in training others involved in the project
Recipients of the activities carried out	secondary high schools students, public authorities and institutions of regional and national level
Results achieved and future developments	At the end of the first phase, the international conference "The prevention of radicalization among young generations" was held on January 22, 2018 at the Department of Law of the University of Modena and Reggio Emilia , Modena.

- **Mutual aid groups**

AMA Group Self Mutual Aid (Auto Mutuo Aiuto) - Trento [Group with asylum seekers]

Context	The AMA Auto Mutuo Aiuto Association of Trento proposes self-help groups in which people united by a common objective or experience can share their experiences, meet, know each other and exchange ideas in an exchange and mutual support space, finding so a place to face one's discomfort and exercise one's resources.
Promoting institutions and implementers	In this context, some operators of a reception structure for asylum seekers from the city of Trento, the "Fersina" structure managed by the Autonomous Province of Trento through CINFORMI , asked between March and April 2017 for the association 'AMA the reception of a group of asylum seekers, without specifying for which type of activity.
Reasons and objectives of the route	After a first analysis of this request, AMA-Trent has decided to start re a group of self-help asylum seekers with 8 selected from the facility that required surgery.

	<p>The principle that guides the volunteers in this initiative is to "be with them and not for them" and therefore on an equal level : it is necessary that both the volunteer and the participants express themselves in equal measure on the issues that are faced. It is important to recognize the name of everyone ... Volunteers are asked to "play with imagination" in a canvas that can be more or less structured.</p>
<p>Type of activities carried out</p>	<p>The activity takes place on a weekly basis in two meetings of three hours each. The meetings are led by some volunteers : some of them, including the coordinator of the route, are present in the two weekly meetings, others are present in one or the other.</p> <p>Each meeting is divided into two parts:</p> <p>a) The "thematic" part that can be proposed by both volunteers and participants: for example,</p> <ul style="list-style-type: none"> - the presentation of oneself with the help of a map of the world, - freedom of the press with commentary on the relevant article of Italian Constitution, - meeting and dialogue with an Italian girl, - the comparison on some interests such as - the music I listen to, - the food I can cook, - geography, - history, - sport in your country and here in Italy, - job I would like, - friends, girlfriends ... - what we did on the weekend - religious themes - explanations of a given event that will take place in the city - childhood (what games they did, what they ate, with whom they lived, the school ...) <p>Often these themes also allow you to write some text or comment on drawings, figures taken from newspapers, to try the dictation of simple texts ...</p> <p>b) The part of support for literacy in which we divide up by level groups and where we help ourselves with the cards chosen by the volunteers or by the participants themselves. This part is not limited to aspects only scholastic but gives the possibility of "digressions" (in the sense that conversations of personal knowledge develop).</p>
<p>Recipients of the activities carried out</p>	<p>8 asylum seekers from Côte d'Ivoire, Senegal, Guinea, Mali, Cameroon. Two girls have joined this group: from Nigeria and South Korea.</p>
<p>Results achieved and future developments</p>	<p>The group has created a new space for asylum seekers, a space that recognizes them as a person:</p>

	<ul style="list-style-type: none"> - different from the bureaucracy of paperwork, from preparing to eat, from sleeping and looking for work; - different from the obligatory course of Italian a few hours a day (which is a sort of "Italian island" which is then submerged by the language (s) and spoken with other asylum seekers); - which satisfies the applicants' desire to know and understand the context in which they live; - that allows them to talk about themselves, especially memories of childhood. <p>The hypothesis for the future is to finalize conversations and support for literacy according to a cultural, musical, culinary event in which asylum seekers are the main protagonists</p>
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- **Work with communities and territories**

CoCoRa Card - Community Counteracting Radicalisation - Palermo

<http://cocoraproject.eu/>

At the link <http://cocoraproject.eu/outputs/> it is possible to find the final report of the project both in English as in Italian

Context	This is an Erasmus + project completed in October 2017, experimental and innovative, which aims to develop a new prevention strategy to be tested through the active involvement of citizens and Muslim communities in prevention activities and the creation of a link between the prevention measures and empowerment activities, thus allowing young Muslims and migrants to feel part of society and citizens with the same rights. The actions undertaken concern the field of early prevention towards communities and individuals who may be exposed to the risk of radicalization. This level of prevention is intermediate between prevention intended in a general sense and therefore aimed at all boys and teenagers and the level of specific intervention with people who show signs of engagement in the process of radicalization.
Promoting institutions and implementers	CESIE - Center for Studies and European Initiatives based in Palermo Mhtconsult (Denmark) ADICE (France) Cultures interactive (Germany) Verein Multikulturell (Austria)
Reasons and objectives of the route	The project aimed to promote the development of new strategies, approaches and methods to prevent and respond to radicalization and violent and militant extremism. Involvement of the local community and Muslim citizens is Central The assumption of the project is due to the fact that for young people feeling like equal, respected, appreciated and competent citizens is the most powerful

	<p>means to counteract alienation and violent acts against people and society itself.</p> <p>The objectives of the project are:</p> <ul style="list-style-type: none"> - to involve Muslim communities and ethnic minorities in identifying measures to prevent violent radicalism - to help strengthen the sense of responsibility and promote active citizenship among young Muslims and build a sustainable bridge between local Muslim communities and prevention professionals, in order to improve collaboration, cohesion - make use of the knowledge, credibility and trust that local Muslim communities hold to the local youth at risk of radicalization.
<p>Type of activities carried out</p>	<p>The activities carried out are grouped around three types of interventions / phases:</p> <p>a) "<u>collaboration program</u>" (first phase) consisting of a series of initiatives and meetings aimed at 1) identifying and selecting local communities and their representatives in order to involve them in the project, 2) identify with these managers the ideas on the activities to be developed and the themes around which to carry them out; 3) to select the young people to be involved in the second phase;</p> <p>b) "<u>prevention program</u>" (second phase): young people from the selected communities in the first phase were involved in the discussion of a wide range of topics, for example: active citizenship and equal opportunities; discrimination; values, traditions and sense of belonging; multiple identities and cultural diversity; radicalization and violent extremism; opportunities for young people and youth policies; youth and maturity worthy of being lived ... The group was composed of 19 young people between 15 and 25 years old with or without family history of migration and has explored, in the course of 9 meetings, themes related to their identities and their different cultures , including the different religious origins; they also explored the opportunities existing in Palermo for young people;</p> <p>c) "<u>ambassadors ' program</u>" (third phase): this phase envisaged a training course to elaborate tools and communication strategies of what was learned during the second phase: the challenge was to be able and have the confidence to express one's opinions personal and discuss political and religious issues 1) in the face of professionals and authorities, 2) adapting the means of communication to personal, creative, linguistic skills in order to be convincing and authentic during the meetings and 3) differentiating the message based to the characteristics of the interlocutors;</p>
<p>Recipients of the activities carried out</p>	<p>a) leaders and reference persons of Muslim communities and minorities b) young Muslims and other minorities c) authorities and professionals</p>
<p>Results achieved and future developments</p>	<p>The strategy adopted by the project was effective with reference to</p> <p>a) the equal dimension of young people, developed through the sharing of personal stories and experiences; it was found that the equal exchange between young migrants and young people belonging to the local community with a different background has a significant impact on the sense of belonging of young migrants and on their integration process. Sharing personal stories and interreligious dialogue have paved the way for tolerance</p>

	<p>and mutual respect;</p> <p>b) the relational dimension at the level of leaders and reference persons of different local communities: it was more about building bridges between different groups and cultures than creating links between similar people; linking the activities to one's own community has a cognitive value and an increase in trust.</p> <p>c) the educational and emancipatory dimension for young people in relation to a learning perceived as useful not only for the community but also for one's own personal journey; collaborating with other young people in acquiring the skills necessary to guarantee the common good is essential in the process of empowerment and the acquisition of greater awareness;</p> <p>d) the temporal and planning dimension of a prevention path that has passed through stages in which each passage forms the basis for the subsequent steps.</p>
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Entrepreneurship

Scheda Giocherenda - Palermo

<https://it-it.facebook.com/Giocherenda-1735135426783981/>

Context	<p>At CPIA of Palermo 1 an experimental project called <i>Polipolis</i> took shape , a research-action path, mainly dedicated to unaccompanied foreign minors and also to a reduced presence of young drop-outs, second generations and adults. The school aims to promote a plural and inclusive citizenship. The educational approach is characterized by a narrative, maieutic and laboratory pedagogy. Basic path consists of 4 hours of training for 5 days a week. In this context, a <i>Storie in Transit or - Narrare path in times of conflict</i> has been activated which, through some events, has brought together some artists (writers, poets, storytellers, musicians, directors), people who have personally experienced migration, and social workers .. and has facilitated moments of storytelling and entertainment in places such as refugee camps and reception centers and the construction of stories of different traditions to encourage moments of mutual knowledge.</p> <p>Following this path, during the course of 2017, on the initiative of some asylum seekers of age and the support of a CPIA teacher from Palermo Clelia Bartoli, idea was born to constitute an association with the name Giocherenda (A untranslatable term meaning "Solidarity", "interdependence", "force that flows from union").</p>
Promoting institutions and implementers	CPIA of Palermo Giocherenda Association
Type of activities carried out	<p>It is an artistic / artisan association of young people from Gambia, Guinea, Burkina , Morocco and Kosovo but also open to young Italians.</p> <p>The collective builds story-boxes or containers in which there are various objects to stimulate the narration, the invention or recovery of stories and</p>

	<p>memories such as, for example, masks, puppets, evocative objects and other tools able to arouse personal memories, suggesting the story of legends and fairy tales from ancient traditions or inventing fantastic narratives.</p> <p>The activities that the association proposes are of different types:</p> <ul style="list-style-type: none"> - animation of public events - workshops for children - workshop animation also in private companies - production and sale of narrative and cooperative artisan games such as "Dadi contafiabe", "Carte acchiappaccordi", "Ronda dei desideri" . <p>For example, the Ronda dei Desideri it is a board game, whose purpose is to crown one's desire. Through the rhapsodic combination of the elements, each participant will receive a bizarre identity, a paradoxical context and a series of improbable objects, allies, obstacles and virtues. Starting from these elements will have to elaborate the story of how it finally comes to the realization of one's dream. This playful activity stimulates imagination and problem solving, but also leads to reflections more series: the circumstances from which we start make it very unequal possibility of fulfilling one's desires and even to assert those rights that would belong to every human being .</p>
<p>Recipients of the activities carried out</p>	<p>Boys, young people, adults</p>
<p>Reasons and objectives of the route</p>	<ul style="list-style-type: none"> - Migrants as producers of coexistence in the Italian territory - Activating forms of self-employment with economic feedback for self-financing
<p>Results achieved and future developments</p>	<p>Results encouraging as to the satisfaction of the animation by the recipients of the various events and the start of the sale of games produced</p>

FIERI Card – Ecosustainable Intercultural Factory of Re-use (Riuso) - Catania

<http://www.fieri.info/>

Context	<p>Starting in 2012, a Re-use Factory took shape. The activity began with the renovation of a decommissioned building that the Municipality offered on free loan and in which to convey furniture, appliances, bicycles and various objects (paper, clothes, fabrics, toys ...) to activate a transformation process "upcycling " some waste. The Reusable Environmental Intercultural Factory of the Riuso represents a physical space where migrants can find an employment outlet, following an orientation path, an adequate technical training (in tailoring, bicycle repair, woodworking and wood restoration, electrical and electronic equipment repair, eco- life style design, eco-bijoux, serigraphy, saponification), integration into self-entrepreneurship development paths, as well as workshop paths for the acquisition of transversal and person-oriented skills (L2 language courses, management of dynamics of group and team building, education for active citizenship, participation and interculture, intercultural social theater workshops and disabled people).</p>
Promoting institutions and implementers	<p>To realize the project idea, a wide partnership network has been set up that involves both subjects (associations, immigrant organizations, social cooperatives) involved in reception activities, integration and socio-cultural and labor development of migrants, and subjects active in the field recycling (from reuse to marketing), both competent subjects in the field of training, and institutional subjects.</p> <p>ARCI Catania : Leader of the project with responsibility for coordinating project actions, partnerships and relations with the Foundation with respect to grant management, reporting and project administration; monitoring and evaluation; communication; conducting laboratory paths; realization of events (Restructuring of the Fabbrica space)</p> <p>Mani Tese Sicilia : Coordination of training paths; market coordination and management (management of incoming materials to be recycled and processed products); events realization (Factory space restructuring)</p> <p>Association of Immigrants Mauriciens de la Province de Catane: organization of immigrants that manages training courses (carpentry and wood restoration); realization of events</p> <p>Municipality of Catania : Institutional partner; space grant; promotion activities in institutional places; network activity between institutions and third parties</p> <p>Perspective: accompaniment to work insertion</p> <p>At Revés: c RIVING of training courses (tailoring) and laboratory courses (self-employment and enterprise management models)</p> <p>Melquiades: conducting laboratory as Italian L2, education for citizenship and participation</p> <p>Zero Sicily waste: conducting training courses (repair of electrical and electronic equipment, eco-life style design, eco-bijoux, saponification)</p> <p>Faber: conducting training courses (serigraphy, saponification)</p> <p>Let's get involved: undercutting workshop paths as a social theater with</p>

	<p>disabled people</p> <p>Resurrected Migrants: Officine Fabbrica management</p> <p>Makeba: promotion of FIERi stands within the monthly Makè Terra event-market</p> <p>'a fera bio: FIERi stand promotions in the monthly markets</p> <p>Zeronove: Officine Fabbrica management and management of training courses such as bicycle repair, eco-life style design</p>
Reasons and objectives of the Factory	<p>The main objectives are three:</p> <p>a) To propose valid working alternatives able to reduce the causes of marginalization and to favor the socio-working development, realizing a transitional enterprise, intended as a place of mediation between personal and professional growth paths of the migrants welcomed and the needs of the enterprise aimed at making the production and marketing of upcycling products sustainable on the market. The transitional firm, while not providing direct support to income, but salaries to workers with revenues from the activities planned in the Factory, creates not only jobs within (through social cooperative), but also mediation environments towards a ' external work activity (employment in companies, individual enterprise, apprenticeship, further training periods, work experience, etc.)</p> <p>b) Involving migrants in the social and cultural participation promoted by the associations in order to facilitate integration, building a permanent garrison of reception, integration and intercultural dialogue within the urban territory of Catania.</p> <p>c) Develop the ability of migrants to become promoters of initiatives aimed at enhancing waste and promoting their reuse by creating a reuse center and creating (and entering) in equobiological markets with a space dedicated to upcycling and aimed at promoting reuse and of issues related to environmental sustainability.</p>
Type of activities carried out	<p>a) Collection of waste and recyclable materials (objects, furniture, appliances, bicycles, clothes, computers, etc.);</p> <p>b) Process of "upcycling" transformation of waste;</p> <p>c) Laboratory and training paths for the direct beneficiaries of the project;</p> <p>d) Exposure and direct sale of the products made;</p> <p>e) Center of popular education dedicated to the themes of interculture and eco-sustainability in which to carry out events and activities (concerts, performances, exhibitions, screenings, thematic debates, meeting circles), open to the territory and therefore also to indirect beneficiaries of the project .</p> <p>f) Participation in local events</p>
Recipients of the activities carried out	<p>The project targets migrant citizens and also some categories of vulnerable migrant subjects, ie disadvantaged migrants in a state of mental and / or physical disability and unaccompanied foreign minors: the conditions of disability or the high probability that at the age of majority the foreign minor is in a state of irregularity are factors that expose these subjects to labor exploitation and / or to undertake illicit activities. Other beneficiaries of the intervention are migrant women, very often forced into families or communities closed to the city, and those migrants who have already embarked on a path of integration into the world of associations.</p>
Results achieved	<p>Experience develops and meets the support of many organizations. Recently,</p>



<p>and future developments</p>	<p>the Factory has organized a course for the awareness of Paulo Freire's method of welcoming and teaching Italian to migrants, aimed at educators, teachers, educators, social workers, volunteers, citizens working with refugees, applicants asylum and migrants, interested in promoting paths of autonomy and dignity aimed at social inclusion of migrants and enhancing their skills and their tools to help generate spaces where migrants, learning to read and write, learn to express words that have the possibility of generating new behaviors, developing one's ability to read the world, to build one's own motivation to transform it.</p>
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