

# WORKSHOP

## TIMISOARA | June 2019

# “Active Citizenship - Integration, Fighting Discrimination and Building a Common Ground”

**C' EIS** **Formazione**  
Centro studi Donald J. Ottenberg

# REM – Rights, Duties, Solidarity Citizenship education to prevent violent radicalisation

# The aim of the project

To promote democratic values, fundamental rights, intercultural understanding and active citizenship, and, in that way, to prevent violent radicalization that is strictly related to the issues of identity, culture and sense of belonging.

# Violent radicalization

Process that pushes an individual or a group to act in a violent manner, joining an extremist ideology.

The ideology could be religious but also political or social.

# Culture, sense of belonging, identity

Beyond to individual biography, also cultural factors, the sense of belonging to the society in which a person lives and the identity, can come into play in joining or rejecting forms of violent radicalization.

# Culture, sense of belonging, identity

REM project designed and realized training courses aimed to **promote a dialogue about cultural differences and to provide critical thinking tools** to deal with challenges that contemporary society poses to the sense of belonging and to the identity, especially for persons in situation of personal or social difficulty.

# The good practice: Dozza prison training course

Rem project take inspiration by a good practice: a **training course organized in the Dozza prison in Bologna**, a city in the north of Italy.

This course, called **“Rights, duties, solidarity”**, involved **prisoners**, enrolled at the school in prison, coming from Muslim countries.



Two editions of the course in Dozza prison in Bologna: one in school year 2014/15 and the other in school year 2015/16.

The idea of the course is by Ignazio De Francesco, a monk of the Little Family of Annunziata, islamologist and volunteer in Dozza prison for relations with Arab / Muslim detainees, who coordinated the teaching activities.

# The purpose of Dozza good practice

- **Reading and illustration of some parts of the Italian Constitution and stimulation of the thought of the participants.**
- **Show the intimate connection between the rights and duties in building a civil society.**
- **Indicate in the constitutional principle of "solidarity" an ethical value well attested in the islamic sources and capable of overcoming the strictly accounting logic of an opportunistic observance of the rules.**

# The method

**To be based on the linguistic, religious and cultural heritage of the participants to the training.**

**Encourage mutual knowledge** to open up to **dialogue**, an essential condition for achieving the definition of a **shared heritage of values**, a **fundamental objective of the project**.

**Avoid censorship / circumvention of all possible points of difference:** it mustn't be a problem to highlight certain specifics of the Italian or European constitutional principles, in order to better understand in which country the migrant came and what principles he has to accept, if he wants to live in an informed manner.

# The upscaling: target groups involved

- **inmates and former inmates** that are not attending educational courses to learn language of the hosting country and for the acquisition of school diploma
- **migrants who attend language courses** to obtain the residency permit or a school diploma
- **unaccompanied foreign minors and asylum applicants** hosted in residential facilities for migrants
- **high school students** from 14 to 17 years

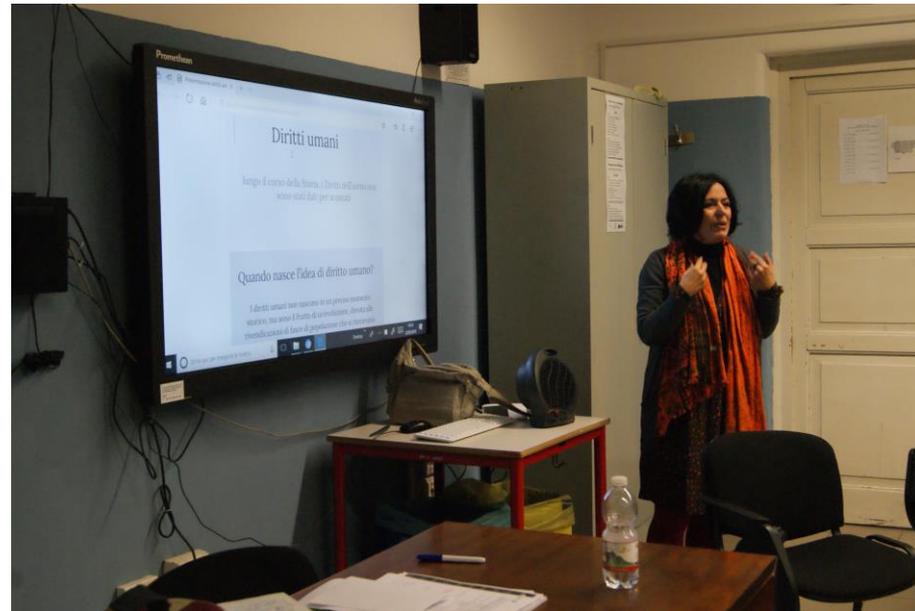


In all the groups involved there were **females and not only males**, unlike the Dozza's training course.

# The staff to create the training

To create new training modules, inspired by Dozza's gp was necessary expertise in three areas: language, law and islamic studies, so the experts involved in staff are:

- language teacher/ tutor
- islamologist/cultural mediator
- law teacher



# Pilot course – First adaptation of the gp

The first adaptation of the Dozza's gp was made by **CPIA (public center for adult education) in Bologna**. The challenge was to **adapt for first the training out of the prison with students male and females from different countries**.

The teachers who runned the course were both involved in the two editions of the Dozza's training and knowed it very well.

The students were part of a class that attended lesson at Cpia after having obtained a junior high school diploma. The **26 participants** were from **16 different countries** of the World.

The training was composed by 8 lessons: 6 lasting 2 hours and 2 conducted as workshop of 3 hours each one.

# Training courses in Germany, Italy, Romania and Spain

Cpia shared lesson plans, tools and methods of the pilot course with other partners that designed their **training modules and tools**, **adapting again the training to their different targets and their national contexts** in Germany, Italy, Romania and Spain.



# Training courses in Germany, Italy, Romania and Spain

The training courses, runned from **October 2018 to January 2019**, involved **206 persons** (migrants and, in the case of Spain, also natives).



The participants **were from 42 different countries of Africa, Asia and Europe:** Albania, Algeria, Bangladesh, Benin, Belarus, Bolivia, Cameroon, China, Colombia, Cuba, Ecuador, Egypt, Eritrea, Gambia, Germany, Guinea Conakry, Iraq, Iran, Ivory Coast, Kirghizia, Liberia, Mali, Morocco, Nigeria, Pakistan, Peru, Philippines, Romania, Russia, Saudi Arabia, Senegal, Somalia, Spain, Sri Lanka, Sudan, Syria, Togo, Tunisia, Turkey, Ukraine, Vietnam, Yemen.

After the training course with migrants, in each partner country, were realized trainings of trainers, to share and to revise training modules designed in the previous fase of the project.

**131 persons, working in fields related to migration, participated.** They were especially teachers, social workers, educators, psychologists, trainers but also public officials, local police officers, university students, volunteers.



Their organizations were schools, universities, centers for adult education, social cooperatives, associations, public administration.

# Adoption of training modules and Networking

The objective is that at least 4 organizations of each partner's country adopt the training modules.

We are also **working to create a network of European organizations interested in discussing and dealing with the topics of project REM** also when the project will be finished.

So, if you are interested, please contact us by mail or by our social network

 @projectrem

 @RemDuties

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# Thanks for your attention!