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Open Educational Resources
for educating in diversity



Xeno-Tolerance

**Supporting VET teachers and trainers to prevent
radicalisations**

Analysis of needs

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**NATIONAL REPORT
Italy**

Fondazione Casa di Carità Arti e Mestieri Onlus (IT)

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1 Situation of radicalisations dynamics

1.1 General situation

In 1946 Italy was voted a democratic republic by its electorate (through a referendum) and a Constituent Assembly was created to draw up the Constitution. In its work the Constituent Assembly formulated several principles that established citizens' equality and protected minority rights. The Constitution articles were approved on December 22nd 1947 and became effective from January 1st 1948.

Among them we would cite:

- Article 2: "The Republic recognizes and guarantees inviolable human rights".
- Article 3: "All citizens have equal social status and are equal before the law, without regard to their sex, race, language, religion, political opinions, and personal or social conditions".

By the beginning of the new Italian republic it was recognised that all the citizens are equal and every difference has to be respected. Therefore, the Legislator took into account the necessity to guarantee equality and the rights of minorities.

In particular Italy's Constitutional Court has repeatedly interpreted article 3 as applicable to all persons within Italian territory. Most recently, the court declared inadmissible the central government's challenge to a regional immigration law in Tuscany that guarantees a range of health services to undocumented migrants. The court, in the July 2010 ruling on the Tuscany law, reaffirmed that foreigners are "entitled to all of the fundamental individual rights recognized in the Constitution.

Italy has robust anti-discrimination legislation. While specific norms existed before, comprehensive legislation was adopted in 2003 when Italy transposed EU Directives 43 (on equal treatment between persons irrespective of racial or ethnic origin) and 78 (on equal treatment in employment and occupation)[\[56\]](#)

The most important instrument in Italian law for prosecuting racist and other hate violence is the penalty enhancement provision contained in Law no. 205 of 1993, commonly referred to as the "Mancino Law,". Article 3 of the Mancino Law allows judges to increase the sentence to be imposed for a crime, by up to half, if it was committed "with the purpose of discrimination or hatred based on ethnicity, nationality, race, or religion, or in order to facilitate the activity of organizations, associations, movements, or groups that have this purpose among their objectives." Other grounds for hate crimes, such as sexual orientation and disability, are not included in the law. Lesbian, gay, bisexual and transgendered rights groups have been advocating for several years for a broadening of Italy's hate crime provisions.

In Italy there is also a specific National Office that coordinate all the policy against discrimination: The National Office against Racial Discrimination (Ufficio Nazionale Antidiscriminazioni Razziali, UNAR) became operational in 2005 with a mandate to monitor discrimination in both the public and private sectors, provide assistance to victims, and promote campaigns to raise awareness and counter discrimination. UNAR, formally a part of the Ministry of Equal Opportunities, can refer victims to the associations on a formal ministerial list of entities with legal standing to bring suits, but cannot initiate court action.

1.2 The situation in Schools and VET

Throughout Europe, schools are among the first places that need to be reorganised as a consequence of migration and the "children" of this phenomenon, whose presence has dictated the need to address some of the most important issues of our time: how to combat inequality, protect fundamental rights and foster cultural exchange.

On one hand, teachers and educators working in multicultural contexts are required to "accommodate" a range of linguistic and learning needs, as well as the needs of adolescents who have been uprooted and for

whom migration has made the difficult process of identity development even harder. On the other hand, learners have to make their way in a scenario of unprecedented pluralism and globalisation. In addition to the ordinary challenges of learning, becoming independent, growing up, making a place for oneself in the world and developing a sense of identity, this puts additional strain on immigrant adolescents, often deriving from the temporary nature of their circumstances and a multiple sense of belonging.

Mechanisms such as ethnocentrism are far more evident in schools than in other contexts. The prejudices, opinions and preconceived judgments shared by the members of one group about those of another prevent any form of contact between the two, making it difficult to contradict those beliefs and ideas. These mechanisms are most apparent among adolescents. Several studies have shown that bullying among adolescents (aged 15-18 years) is closely associated with group identity and conflict between the various groups within the class, giving rise to the phenomenon of “racist bullying”.

Schools need to address these problems, not overlook or underestimate them.

The problem of racism in Italian modern society is a complex one that requires educators, teachers and parents to make an effort to acquire skills, learn to observe and, above all, assume responsibility, in order to develop practical projects building on their individual experience.

Many Italian opinion makers (cultural and political and Media) demand that anti-racist education must become one of the objectives of intercultural education, as “education on diversity”. The strategies adopted must essentially foster “convergence” and thus primarily encourage inclusion and unity. In working with young people, the starting point must be that contact between different communities fosters understanding and breaks down barriers. The idea is that the first step in order to foster understanding and mutual respect between people from different cultural backgrounds is to reflect on their individual characteristics, their hopes and fears, and openly discuss the different symbols and emblems, how people build an identity and the history of their cultural traditions.

In Italy, in 2016, it is a common opinion that it is important to promote in school and in VET respect for diversity, the values of interdependence, an understanding of shared and different traditions, and the benefits of using non-violent means to solve conflicts.

There is a need for innovative teaching methods that focus on relational and affective aspects, based on the awareness that people can only learn if they feel welcome, if they are recognised and feel they belong to a group and a class.

The integration of migrant adolescents must be seen as part of a broader process of reciprocal recognition and intercultural dialogue. This can consist of young people telling each other stories or tales of their own experiences and working to build an idea of common citizenship that teaches migrants and natives to live together with equal dignity.

1.3 A particular situation: people in prison

The context of our study is focused on:

- 1) Analysis of National and European literatures about the radicalisation in prison (see the references annexed);
- 2) Interviews of 2 important stakeholders who have experiences and knowledge about the prison and the foreigners in prison.

In specific we involved:

- Mr Domenico Minervini, manager director of the prison of Turin, a prison with a population of 1500 offenders and the 40% of foreigners;

- Mr Gianni Giordano, manager of the Penitentiary department of Casa di Carità Arti e Mestieri, who works for the implementation and evaluation of activities realized in the prisons of the Piedmont for over 40 years.

A study of the Ministry of Justice – Department of penitentiary Administration underlines that at February of 2016 the 35% of prisoners in Italy came from Countries of Islamic religious, in particular from Morocco and Tunisia.

On a total of 64.760 prisoners (at 30th of September of 2015), almost 23.000 was foreigners and 13.500 came from Muslim Countries.

Legal immigrants, according to random inspections in single penitentiaries, are less than 10% of the total foreign detainees' population, that is about 3% of the total prisoned population in our Country. This is a lower percentage as compared to that of Italian prisoners.

Foreign detainees imprisoned notwithstanding the absence of a final conviction are 37.9% of the total population. More than a foreign detainee out of 3 (almost 2 out of 5) is imprisoned although is not guilty according to the Italian justice.

Immigrants are more frequently subject to pre-trial detention orders as opposed to national detainees. The over-representation of immigrants among those imprisoned before final judgment is the symptom of a judicial system that discriminates on the basis of race. With respect to illegal immigrants it is definitely difficult to envisage pre-trial solutions other than detention. Judges often justify pre-trial detention arguing that illegal immigrants do not have a domicile where they can be put under arrest. The truth is that illegal immigrants do have a house or a room where they live, but such accommodations cannot be considered as domicile because of their often general condition as outlaws.

The observant Muslims are less of 9.000 and in 52 prisons on the total of 202 they can have specific rooms for the prayers.

In Italy the radicalisation is a new phenomenon, but, after the terrorist events in Paris, every European Country, and so in Italy, the emergency of the risk that foreigner prisoners become tools of the terrorism becomes strong.

2 Training of teachers, trainers and educators

2.1 General situation

Because racist and xenophobic violence is not considered a pressing issue in Italy, there is a lack of systematic specialized training for law enforcement personnel and prosecutors in racist and xenophobic violence. The director of the National Police Training Institute as well as the head of a major police officer union stressed that Italians were not “by nature” racist and that racist and xenophobic violence is not a statistically significant problem. Police officers do not receive specialized training in identifying and investigating racist and xenophobic violence. Similarly, there is no obligatory training for prosecutors with a specific, in-depth focus on bias crimes.

More attention and more activity are connected with School and VET, even if, also here, in Italy there is no national system for training teachers, trainers and educators to the themes of the Development of Tolerance and Prevention of Radicalisations.

Generally each operator trains and updates him/herself by attending seminars or training days organized by the Ministries of Education and Equal Opportunities, or from NGOs or associations or specialized study centres.

Training basically moves towards two directions:

- Theoretical and document training on topics Development of Tolerance and Prevention of Radicalisations,
- Didactic training for teachers who want to offer their pupils training programs to raise awareness to the topic.

Another opportunity of training and updating is offered by many publications mainly available on the web.

The ways in which the preparation of teachers is supported within the Foundation Casa di Carità Arti e Mestieri are described in the following part. In part these modes are also adopted by all VET centers of Piedmont, because there are common guidelines issued by the Region of Piedmont.

2.2 Initial training

All the training centres of the Foundation Casa di Carità Arti e Mestieri have engaged operators in two specific roles:

- Agency contact person for the equal opportunities
- Agency contact person for migrants

In some Agencies are also operating

- The school contact person for the promotion of multiculturalism (established as a result of participation in the Cross Community project (<http://www.casadicarita.org/it/content/cross-community-schools>))
- The Agency contact person for inter-religious dialogue

These operators play a recognized and dedicated role to the fight against prejudice and discrimination. These problems, daily present in schools, are mostly faced in the folds of teachers' and educators' work in educational facilities. The possibilities generated by an ad hoc role allow to have a figure with specific skills and knowledge aimed to carry out specific activities on these issues. Here a list of some their activities:

- act so that inclusion and diversity become an integral part of the programs, policies and procedures of the school
- encourage multiple cultural perspectives in planning lessons
- collect, process and disseminate information on intercultural education
- develop new materials and tools in the areas and subjects where the greatest need have been identified.

The initial formation of these operators is accomplished through an internal course, whose duration is between 16 and 30 hours, whose objectives (varying on the type of contact person who must be formed) are approximately as follows:

- Strategies and methods to create an environment capable of promoting initiatives and specific attention in order to promote dialogue and mutual understanding, revising stereotypes and discriminatory attitudes, and preventing racist actions;
- Identify content and define methodologies and tools for the promotion of Equal Opportunity culture in classroom contexts, guidance and employment services
- Outline and develop training initiatives and innovative projects in the field of Equal Opportunities
- Knowledge and application of anti-discrimination rules
- Knowledge of the phenomena
- Find ways to raise awareness: techniques and languages for the transfer of the gender culture

- Manage internal relationships with the purpose of integrating the culture of equal opportunities in our organization
- Manage the communication and intercultural dialogue
- Deconstruct stereotypes
- Support the participation of foreign citizens in the democratic life of the country
- Methodologies and tools for dissemination and awareness-rising
- Organize services for integration: development of specific skills for the production of information/communication tools addressed to migrants and to the Italian civil society on issues of democracy, rights and protections;
- • Organize services to provide specific information on certain issues that are the key to the acquisition of full citizenship for migrant citizens

Some of the already operating contact people often take part in the paths, so as to ensure continuity of strategies and interventions.

As part of the VET courses financed by the Region of Piedmont, the presence of at least one of these contacts is a mandatory role for the funding of the courses. In specific the contact person for Equal Opportunities is understood not only in the sense of equal opportunities between genders, but also, as the EU urges, as Equal treatment irrespective of racial or ethnic origin as Foreseen in Council Directive 2000/43 / EC of 29 June 2000 Implementing the principle of equal treatment between persons irrespective of racial or ethnic origin.

<http://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=URISERV:133114&qid=1467204623955&from=IT>

In 2016, Regione Piemonte propose a new standard profile (Operatore/Operatrice antidiscriminazioni, Anti-discrimination Operator).

The description of the profile is the following:

The operator / worker anti-discrimination acts in preventing and combating discrimination and attent to persons suffering from discrimination. He/she works with the knots, the antennas and the Information points of the national anti-discrimination network coordinated by UNAR (National Office against Racial Discrimination). He/she implements information actions, communication and awareness on discrimination. If He/she works in connection with a node or an Antenna, He/she is also able to provide hospitality and listening to the person who reports discrimination and to orient and accompany those persons to the relevant departments in reporting cases irrelevant. In case of evident discriminations, He/she takes in charge the case and manages to remove the causes of discrimination itself, activating the necessary collaborations and mediating conflicts. Also, if He/she works in connection with Node, He/she promotes and animates the development of territorial networks with the involvement of public and private actors, formed with the aim to prevent and remove discrimination.

In the profile 4 work process are foreseen:

- 1) Information, communication and awareness
 - Information on anti-discrimination network addressed to persons at risk of discrimination
 - Awareness aimed at specific targets aimed at the prevention of discrimination
 - Dissemination of information and communication initiatives aimed at the general population
- 2) Emergency welcome and counselling
 - Facilitating the emergence of the phenomenon of discrimination

- Phone or direct contact activities of the person reporting discrimination
 - Listening to the person reporting discrimination
 - Counselling and guidance for the person reporting discrimination
- 3) Taking charge and management of advisories of discrimination
- Collection of information about the person reporting the event and of discrimination
 - Evaluation of the relevance of the message
 - Guidance of the person reporting to the relevant departments in the event of non-relevant signaling
 - Insertion of the case in the IT platform UNAR
 - Definition of the strategy and policy instruments
 - Operational management of the case
 - Management and renovation of the case in the IT platform UNAR
- 4) Construction and coordination of the Network on its territory of competence
- Mapping of persons who may have a role in the anti-discrimination
 - Building relationships with individuals identified
 - Formalization of the network
 - Consolidation and promotion of the network and the active cooperation between the partnership
 - Connection and sharing with the regional and national levels
 - Mutual training among the actors of the network and definition of specific training

No training courses are realized at the moment.

2.3 Continuous training

The continuous training of those operators is mostly done in three ways:

- Through a Community of Practice: all operators are interconnected in a web community in which update documents, tools and methodologies developed and tested by operators themselves, focus groups, forums and newsletters are available;
- Through regular meetings between the operators themselves (mainly in the presence, but possibly also made at a distance). With these meetings, the operators compare their experiences, jointly develop new strategies and educational tools, highlight the problems that arise in acting their role and / or share the new emerging challenges. Very often these meetings (coordinated by the Agency Coordinator) are preceded by questionnaires and /or documents that everyone is called to fill before the meeting
- Through participation in seminars or moments of updating outside the Foundation, which can be identified by the same operator or brought to the attention of everyone through the web community.

3 Existing actions, methods and learning resources.

3.1 Inter-faith dialogue (Young in VET)

Language	Italian
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Short description	See description below
Keywords	Mediation, social dynamics, dialogue, inter-religious
Type	Integration in training courses
Creator	Casa di Carità Arti e Mestieri Onlus
Date of creation	year 2001
Where to find it	Casa di Carità Arti e Mestieri Write to giorgio.rosso@casadicarita.org
Pedagogical descriptor	Didactical proposal
Target group	Adolescents participating in VET
Level	Secondary Education and Vocational Training students
Proposal for use	VET context
Activities inducted	Reflection, questioning of acquired thoughts and dynamics, mediation
Pedagogical modalities	Open Training and Tutoring
Rights	There's no limitation to the replication of such a path proposal
Evaluation of transfer possibilities	This is a service that can be included in any educational institution that wishes to do so and which has the means to do it.

Short description

Recipients	Students of compulsory education courses of Foundation Casa di Carità Arti e Mestieri – Central Turin Agency
Framework	The classes of compulsory education courses at the Turin Agency are characterized by cultural and religious pluralism, with a percentage of foreign-born students who exceed 25% (about 62 out of a total of 238 subscribers).
Purpose	Promote the comparison with the Other, in order to inhabit the plural society through acknowledgement of each other's cultures, faiths and traditions.
Path structure	<p>5 meetings during the school year are planned, aimed to stir students up a discussion to strengthen their religious identity and values, with due regard to everyone's peculiar specificities.</p> <ul style="list-style-type: none"> • <u>Meeting structure</u>: specifically, some meetings are for all students in order to encourage dialogue between different cultures, while some other occasions (in conjunction with some religious festivals, such as the Easter and Holy Christmas) involve only students practicing other religions, in order to provide them with alternative moments to the Holy Mass. The aim is to valorize everyone's belief. • <u>Involved actors in the implementation</u>: trainers, intercultural mediators and counselors, religious leaders of different faiths (Imam, Orthodox priest and head of the Pastoral Office for Migrants) and members of the Young Muslims of Italy. The involvement and the presence of these stakeholders,

	<p>enable to deepen issues related to the Muslim religion, Christian and Orthodox, capturing similarities, in their mutual exchange.</p> <ul style="list-style-type: none"> • <u>Issues</u>: Every year the Pastoral organization chooses to deal a theme with the young students of the Agency. During the meetings, issues related to the theme are studied. • <u>Methods and techniques used</u>: it was decided to use some tools to stimulate dialogue, for example, short videos or movies, song lyrics, brainstorming • <u>Locations</u>: it is also foreseen to benefit from "other" spaces beyond the school (Mosque, Parish group ...) so as to involve more than one context and give students several landmarks to inhabit "otherness".
Check tools	It is foreseen to provide a satisfaction survey at the end of the training year. The questionnaire is structured according to a Likert scale. It is handy to report the approval rating of the actions pursued.

3.2 La “palestra del cuore”

A path for inter-religious dialogue for students (Italian and foreign) of VET courses

General purpose:

The main theme of the meetings is the "Heart gym", where you will be asked to coach different parts of your body in order to develop the ability to empathize with the other's religious feelings

step	term	purposes	activity
Train your gaze	Earlier training year	Acquiring the ability to look beyond appearances	A video is proposed to stimulate discussion on how the essential is invisible to eyes, so our gaze towards others should go beyond the appearances and grasp, with a friendship look, others' weaknesses
Train your arms	Christmas period	Acquiring the ability to understand and not judge the differences between rituals of different religions	Holy mass for Christian religion students. Simultaneously, the comparison work with young people of other religions (Muslim and Orthodox). This moment of confrontation, includes the participation of representatives of various faiths (Romanian mediator, a member of the Young Muslims of Italy and the contact person for Ufficio Pastorale Migranti – Migrant general service of Turin Diocese), acting as facilitators of the discussion. As activities in preparation for the Holy mass and during the debate, pupils are provided by

			the text of a song, whose aim is to reflect on the importance of "building", becoming an active part in improving the world around us.
Train your heart	Lenten period	Understanding that some values are common among the different religions	A reflection on the heart through various stimuli (video, icebreaker activities). This consideration is about a heart that suffers and rejoices and a forgiving heart. Issues related to joy, suffering and forgiveness are tackled. Two meetings are planned for all students in order to reflect, guided by the solicitation of a Romanian mediator, an Imam, an exponent of the Young Muslims of Italy and the contact person for Ufficio Pastorale Migranti – Migrant general service of Turin Diocese, on the theme of suffering, joy and forgiveness in the various religions
Train listening	End training year	Acquiring the ability to not judge and not be afraid of what you do not know	All students (Christian or not) go visiting a church and a mosque to reflect on 'listening between various religions, along with a Romanian mediator, an Imam, an exponent of the Young Muslims of Italy and the contact person for Ufficio Pastorale Migranti – Migrant general service of Turin Diocese

3.3 Laboratory Aurora (target Prisoners)

Language	Italian
Short description	See description below
Keywords	Mediation, social dynamics, prevention
Type	Reinforcement of the opportunities of integration between Italian and foreigner prisoners,
Creator	Casa di Carità Arti e Mestieri Onlus
Date of creation	year 2001

Where to find it	Casa di Carità Arti e Mestieri http://www.carceretorino.it/formazione/casa-di-carita
Pedagogical descriptor	Laboratory and VET proposal
Target group	Adults in jail
Level	Adult Education
Proposal for use	Jail context
Activities inducted	Reflection, practical activities, mediation
Pedagogical modalities	Open Training and Tutoring
Rights	There's no limitation to the replication of such a path proposal
Evaluation of transfer possibilities	Connection with jail government

Short description

A good practice of contrast to the radicalisation in prisons is the project named “Laboratory Aurora”.

This project realized in the prison of Turin for many years actually, for lack of financial resources, is not active.

The aim of this project was the reinforcement of the opportunities of integration between Italian and foreigner prisoners, with the realization of artistic ateliers where the talents of people can be valorized and the prejudices can be contrasted.

Name of activity: Laboratory Aurora

Target: Foreigner and Italian prisoners

Context:

In prison often the tensions and intercultural difficulties between Italian and foreigner prisoners are strong and the difficulties of social and cultural integration and cohabitation are the basis of violence and extremism.

Structure of the activities

The project organized many artistic ateliers where the talent of each one, independently by each culture and ethnic membership, can be valorised and integrated in a common project.

Then the project realize discussion sessions where Italian and foreigner prisoners, psychologists and educators debated about integration, prejudices, inter-religious problems and equal opportunities for all.

The ateliers realized are:

1. Carpentry atelier, where they can project and realize products of woods;
2. Drawing and painting atelier, for an approach to the artistic expressiveness and design of prototypes to be realized in the carpentry workshop;
3. Decoration atelier, where they can experiment the most popular techniques in the art of decorating objects, including decoupage, stencyl, etc.

4. Workshop for discussion and debate , where prisoners can debate about some issues proposed by the coordinator in order to guide them in the reflection and writing, comparing the lifestyles , traditions , ethnic groups , life project.

This mode will be followed jointly by prison workers and professionals and instructors involved.

Evaluation and monitoring

The Monitoring activities are carried out up to the Project Manager and coordinator, but involving all the "actors " of the project. The items are: the ongoing motivation ; the frequency ; the soft skill to the working group; the availability to get involved actively in the educational demands of the project .

To do this, there will be coordination meetings every two months for the verification of those indicators.

3.4 Equal opportunities model in VET program (all participants in VET)

Language	Italian
Short description	See description below
Keywords	Mediation, social dynamics, prevention
Type	Integration in training courses
Creator	Casa di Carità Arti e Mestieri Onlus
Date of creation	year 2004
Where to find it	Casa di Carità Arti e Mestieri Write to giorgio.rosso@casadicarita.org
Pedagogical descriptor	Didactical proposals
Target group	Young and Adults in VET
Level	Young and Adults Education
Proposal for use	VET context
Activities inducted	Reflection, questioning of acquired thoughts and dynamics, mediation
Pedagogical modalities	Open Training and Tutoring
Rights	There's no limitation to the replication of such a path proposal
Evaluation of transfer possibilities	Connection with jail government

Short description

In all the VET courses, the Piedmont Region defines some compulsory activities to carry out in each actions financed by ESF for the support of equal opportunities and non discrimination.

In specific in the courses realized in prison, we deliver a module of 10 hours of duration in order to reinforce the culture and the training, reflection and attention to the areas at risk of discrimination (gender, age, ethnicity, religion, sexual orientation disability).

Each area of possible discrimination is discussed with a special attention in dissemination of a culture of respect and appreciation of the characteristics of each person, his/her experiences , visions and specific needs.

The approach is therefore the right to be different: the characteristics of people, and what distinguishes one from the other (gender, cultural patterns, social background, religion, ..) far from be denied, are measured . The denial of differences creates flattening on one " model "; the positive appreciation of differences creates an essential added value by enriching the exchange of ideas and culture.

For the target foreigners and prisoners, in specific the attention is addressed to:

- relational dynamics with a view to equal opportunities in employment and training;
- horizontal and vertical segregation, and other forms of discrimination in training, employment and society
- valorisation of personal experience related to the migration experience;
- the integration of the different cultural models and tools for overcoming prejudices / conflicts
- instruments / services and standards of protection, assistance, social and labor accompanying.

Name of activity: Module of equal opportunities and non discrimination in VET program

Target: Foreign and Italian in VET

Context:

In VET the tensions and intercultural difficulties between Italian and foreign prisoners are often strong and the difficulties of social and cultural integration and cohabitation are the basis of violence and extremism. There aren't opportunities for mutual knowledge and understanding and often the prejudice is caused by lack of knowledge.

Structure of activities

The activities are delivered by the expert of equal opportunities and no discrimination trained in each vocation Agency of Casa di Carità. He/she attends specific training program in order to manage these activities in the best way.

There is also a supervision activity managed by the Organization, in order to encourage the comparison and discussion among the staff involved in these activities.

In the training program there is a model of 10 hours of duration where the pupils discuss and compare about the different areas of equal opportunities and no discrimination.

In particular two different areas are subject of discussion and comparison: the risk of discrimination caused by religious and ethnicity.

The activities proposed are:

1. Watching films, documentaries or spots as introduction to the topic;
2. Focus group with the participants in order to analyse different aspects linked to the 2 areas;
3. Comparison and discussion about the critical elements emerged by the focus group;
4. Elaboration of final document where the participant define the learning lessons and own commitments useful for becoming civic ambassador of the non discrimination in the society.

Evaluation and monitoring

The Monitoring activities are carried out by the expert and coordinator. The items are: the ongoing motivation; the frequency; the active participation; the modification of behaviour.

3.5 Cross community school (youth in VET)

Language	Italian and English
Short description	See description below
Keywords	Mediation, social dynamics, dialogue, inter-religious
Type	Integration in training courses
Creator	Casa di Carità Arti e Mestieri Onlus
Date of creation	year 2001
Where to find it	Casa di Carità Arti e Mestieri http://www.casadicarita.org/it/content/cross-community-schools
Pedagogical descriptor	Didactical proposal
Target group	Adolescents participating in VET and School
Level	Secondary Education and Vocational Training students
Proposal for use	VET/School context
Activities inducted	Reflection, questioning of acquired thoughts and dynamics, mediation
Pedagogical modalities	Open Training and Tutoring
Rights	There's no limitation to the replication of such a path proposal
Evaluation of transfer possibilities	This is a service that can be included in any educational institution that wishes to do so and which has the means to do it.

The project

The idea for the project stemmed from the desire, shared by all the partners, to study innovative approaches within their respective countries to curb racist behaviour among adolescents (aged 15-18 years) attending schools and vocational training centres, by:

- raising awareness in educational circles, families, policy makers and public opinion in general of the need to address and challenge prejudices and stereotypes, and build a culture of social harmony and respect for diversity;
- actively engaging pupils in order to contribute to the creation of safe, welcoming areas at school that make it easier for boys and girls from different communities to meet and express themselves freely;
- training teachers, in particular, to act as points of reference for pupils, within the educational community, its structures and organisation, and to recognise and challenge stereotypes and protect diversity in schools;
- implementing intercultural educational activities as a means of preventing and combating reciprocal stereotypes, acknowledging similarities and differences between cultures, exchanging points of reference and knowledge, teaching respect and open-mindedness in relations with others, taking into

account the cognitive and knowledge dimension (opening minds) as well as the affective and relational one (opening hearts);

- developing a European model to support teaching and training activities that foster intercultural education, protection of diversity and the fight against stereotypes.

The project thus falls within this European framework of response actions to combat discrimination in education systems. Specifically, it is concerned with developing activities to identify and train people to act as ASI (Anti-Stereotype and Intolerance) coordinators within the various contexts, conducting an experiment involving the creation of dedicated spaces (referred to as Dialogue Spaces) in schools where Student Teams can exchange opinions and address the issue of discrimination.

The various topics for dialogue on discrimination and intolerance

While the underlying problems were fairly similar across the various contexts, the places and young people involved were, instead, a very diverse assortment (public and private schools, vocational training centres and a youth detention centre). This resulted in an extremely variegated set of topics to be addressed and methods to be adopted to analyse the many-sided issue of discrimination.

In the early stages of the project, one issue that was identified as a central concern in all four countries was the analysis of **social reactions to discrimination**, i.e. the behaviour of pupils, teachers, head teachers, family members and the group, observed at school when aggressive incidents associated with racism and xenophobia occur. This very important question was, however, difficult to investigate in practice and therefore only marginally addressed. Nonetheless, it remains a fundamental issue which could be reconsidered in similar projects in future, in order to look closely at how the various educational contexts deal with the problem of discrimination.

The issue in question was mainly addressed by exploring two thematic threads, which can be “classified” *a posteriori* according to the type of approach. On the one hand, the issue was examined from a **cultural and geopolitical perspective**. This approach focused on ethnic and religious differences and the way these affect the definition of stereotypes and perceptions about other people and their world. It also examined aspects of political and institutional discrimination and ways in which the different kinds of discrimination prevent the full exercise of citizenship rights and co-existence.

On the other hand, it was addressed from the **interpersonal perspective**, in terms of how people experience and are subject to different forms of intolerance. Stories of people’s own experiences – as victims or direct witnesses – were an important channel through which to foster dialogue on the various types of intolerance among young people. This approach examined the impact of the various forms of verbal and non-verbal interpersonal communication on relations between people, and their power to convey messages of tolerance or intolerance. In the majority of contexts the pupils found this to be a particularly interesting aspect, and were strongly affected by their peers’ experiences of discrimination and fears. The outcomes of this approach were judged to be excellent, since the majority of pupils had experienced discrimination either personally or indirectly and reporting their experiences had a strong impact on the group.

The experiment carried out under the Cross Community Schools project lasted about one year (for the Dialogue Spaces and Student Teams, as explained later on). Owing to the short timeframe, several partners proposed an overview of a series of issues, albeit with the characteristics illustrated above, to provide a cross-section of the various aspects of discrimination. As a general observation, in any future medium or long-term study of these issues, it might be useful to define them more specifically, selecting fewer but more relevant ones, to foster more detailed analysis.

Practical suggestions

*A medium-term research plan should include careful **selection and definition of the issues** to be addressed, to allow more room for in-depth analysis.*

*Following different threads can be useful to guarantee a diversified and broad interpretation of the issue. The **personal and interpersonal approach** and the **cultural, social and political** one were both found to be useful in the Cross Community Schools project.*

***Social reactions to discrimination** might be an interesting aspect to address, and an important way of observing and considering the ability of teachers and pupils to react positively to discriminatory acts perpetrated within their schools.*

*In addressing the issue of discrimination with young people, **“making them talk about themselves”** and about their experiences and fears on the subjects of intolerance and stereotypes is extremely effective and has a definite impact.*

3.6 How can schools be equipped to combat discrimination? The Dialogue Space experience

A central feature of the Cross Community Schools project were the Dialogue Spaces: safe places for meetings and discussions to foster cultural exchange among the pupils involved in the project (the so-called Student Team). Different methods were used and a variety of spaces created. These provided many elements for defining the ideal characteristics of this open space dedicated to combating discrimination at school.

In the majority of countries, the Dialogue Space consisted of a room within the school, equipped with teaching material, equipment for holding meetings, watching films (videos and web) and drama workshops.

In many cases the working teams (especially those of the Italian partners) found a space that was not in use and got the Student Team to help them set it up and equip it. This allowed the pupils to play a leading role in conceiving and actually creating the space: a first step in getting the working group to work together. If the room was already equipped, additional teaching material was added (books, films, posters) to make its purpose clear and enable the activities to be carried out in the best possible way. The stated objective of all the partners was to create a Dialogue Space that was pleasant and welcoming, and which the pupils felt was theirs. A fundamental aspect of this experiment was involving the pupils in setting up the Dialogue Space right from the start, in order for them to feel it was theirs and to take responsibility for it. As has frequently been found, encouraging direct participation by taking an active part in improving and installing a space (painting it, choosing and buying the material and books to equip it, publicising it) helps to increase the feeling of belonging and the care and respect for the place.

The room was used by the Student Team to host group meetings, although the idea was that it would eventually also be open to others interested in or “touched” by the issues addressed. This latter hypothesis was often difficult to implement since, in practice, it was not easy to involve other pupils in a recently-established and little-known activity. However, the idea is that, even after the project has ended, Dialogue Space activities will play a pivotal role in driving initiatives within the school: under the Cross Community Schools project, pupils got into the habit of meeting in this place dedicated to discussion and the exchange of opinions on issues often of interest at school. This could eventually lead to the creation of a space that is not simply equipped with teaching material but is, above all, a welcoming place where it is easy to meet and exchange ideas. Once installed, decorated and equipped, these rooms have actually continued to be used as Dialogue Spaces or reception areas (e.g. to welcome new students, for meetings with psychologists, or with family members at the Ferrante Aporti youth detention centre, etc.).

Clearly, in order to be fully operational, all students must have free access to the Dialogue Space. It must therefore also be located centrally, easily accessible, recognisable and visible by all, so as to underline the

importance of these topics at school. In short, it must be a place the students recognise and are familiar with (on a par with the school gym or canteen for instance).

With regard to Dialogue Space opening times and functioning, all of the partners stressed the importance of including this experience in the school curriculum and as part of the students' activities at school. As highlighted in Germany, the subject of discrimination should be addressed right from the start and throughout school, similar to the way in which maths and foreign languages are taught. These activities should be compulsory and included in the final examination. This implies a specific choice by schools as a whole and head teachers in particular, and requires investments in terms of teachers' and pupils' time and allocation of resources. In some cases, for example, as in that of the Spanish partner, the project received strong backing from the school leadership, which judged the project highly innovative and with great potential for the pupils, to the point of deciding to continue the experiment in the coming years, as a permanent space where pupils are the protagonists.

For Dialogue Space activities to be fully effective they must necessarily be included in the schools' curriculums. If not, engaging pupils and teachers can prove extremely difficult (as observed in some of the experiments conducted under the Cross Community Schools project), especially due to the risk of overburdening them with work. By contrast, if embedded in the curriculum and school hours, they could help to significantly improve practices and actions in the dialogue on discrimination. When this was done it was possible to allocate a fixed time for meetings, which were held at regular intervals, making it easier for pupils to take part and enhancing the visibility of the project within the school.

To make the place more welcoming and accessible, it was equally important to guarantee flexible opening hours in order to adapt to the diverse needs of learners and teachers.

In many cases, the presence of a facilitator and mediator in the Dialogue Space was important in order to promote and manage activities in the best way. Thus, acquiring specific skills (for example in group management, solving interpersonal conflicts, leading group discussions) also appears to be important, in order to run the Space and manage the interpersonal dynamics of a meeting place open to young people. Particular emphasis was placed on this point in some countries. In Spain, for example, where work is being carried out to make the Dialogue Space a permanent activity, a facilitator with expertise in the areas outlined above is always present, as this need emerged clearly during the two-year experiment.

Practical suggestions

*The Dialogue Space can be a useful place for **drawing attention to and focussing on the question of challenging discrimination and stereotypes** at school.*

*To optimise functioning, Dialogue Space activities must take place in **school time** and be part of the school curriculum.*

*The Dialogue Space must be **pleasant and welcoming** and must be **open to everyone and to all types of dialogue**.*

*The Space must be **easily recognisable** and highly visible.*

***Engaging pupils directly** in the process of installing the Space and organising the activities can be effective.*

Learner engagement: some considerations starting from the composition of the Student Team

Putting together the Student Teams was a fundamental step since it was the pupils themselves who used and organised the Dialogue Spaces and were thus the driving forces of the Cross Community Schools project.

Learners in all the contexts involved showed a general interest in the topics covered by the project. However, in practice, it was often difficult to engage them directly and actively, especially in activities outside school hours. Indeed, the fact that in some contexts the project was not included as part of the ordinary school activities meant that, on the one hand, pupils who were really interested were automatically selected (thus

achieving the desired continuity of the group), but, on the other, this prevented greater participation and thus “limited” the size of the Student Team. Activities that took place outside school hours required pupils to make an extra effort, on top of what was often already a very busy curriculum, and this certainly had a negative impact. In organisational terms, difficulties arose in trying to ensure the presence of an adequate number of pupils while fostering the continuity and stability of the group: in many cases, for example at the vocational schools, the addition of other training activities such as work placements prevented the pupils from completing their experience as members of the Student Teams.

This weakness was highlighted by all of the partners, given the large number of pupils involved (well above the 12 envisaged under the project), several Dialogue Spaces had to be held at different times of day (mornings and afternoons, in both schools). Moreover, new pupils had to be included during the year and gradually incorporated into the trained Student Teams. In this case, including the activity in school time and strong support from the leadership of the vocational training centres concerned definitely succeeded in engaging and motivating learners and teachers alike.

The majority of Student Team members were females in practically every context: as underlined by a number of project coordinators, this was probably due to the fact that girls were more willing to take part in voluntary activities outside school hours.

In most cases the pupils involved were aged between 14 and 20.

In almost all cases, pupils took part in the project on a voluntary basis, after it had been presented to the entire school or, in some cases, to some target classes. First of all the activity was presented to the tutors at the schools involved, to prepare them and demonstrate the proposed activities. Then the trained tutors presented the topics covered by the project to the various classes, during which they prompted a series of discussions in which the pupils were encouraged to express their opinions. This process involved pupils of all ages, not just those included in the project, as it was deemed useful for them to address these topics. When they had completed this activity they were given the opportunity to take part in an experiment (the Dialogue Space) to address the issues in question.

In one case only, the Student Team members were chosen under the supervision of the site coordinator, in order to form as diversified a group as possible (especially in terms of nationality).

Forming mixed groups in terms of nationality, gender, age and social class was not easy in some schools. In contexts where the Student Teams were not adequately diversified the debate was less lively and the pupils were consequently less motivated to take part in the proposed activities.

Work done by the Student Teams themselves to inform their peers and motivate their participation was frequently found to be effective. Giving pupils who were directly involved in the project the task of promoting it and its aims was often useful and more successful than when the same tasks were performed by teachers. In some contexts this generated proposals for older students to act as tutors for the younger ones on the issue of discrimination in the same way as in other subject areas.

Practical suggestions

*The starting point for engaging pupils in activities on the subject of discrimination is a series of **basic cognitive and motivational activities involving the entire school** so that all pupils and teachers know as much as possible about the proposed activities and the Dialogue Space.*

*The most continuative and long-term activities must be undertaken with **motivated pupils on a voluntary basis** (not co-opted!)*

*It is important to foster the **creation of a diversified working group** (in terms of age, gender, nationality) to facilitate comparison.*

*It can be useful for pupils who are directly involved to act as promoters towards younger ones, using a **peer to peer** teaching model.*

An anti-discrimination representative within the school? Strengths and weaknesses of the ASI coordinators under the Cross Community Schools project

Part of the Cross Community Schools project was concerned with the identification and training of ASI “Anti-Stereotype and Intolerance” coordinators.

These figures were identified by the partners within their specific country contexts: each partner chose people who were already involved and had received some training in this area and had consolidated experience of measures aimed at fighting discrimination. The ASI coordinators were educators, teachers (often in the fields of languages and/or social studies) or cultural and linguistic mediators, many of whom already with specific responsibility at the school in the fields of diversity, intercultural education and welcoming foreign students. Several ASI coordinators already had basic conflict and group management skills and practical knowledge of other cultures. In some cases, such as in France, they had an in-depth knowledge of European, national and local anti-discrimination laws. A highly empathic approach was greatly appreciated, as were a good level of involvement (in terms of relationship with colleagues, pupils and the school leadership) and the ability to work within interpersonal and inter-institutional networks. Some partners required ASI coordinators to have at least 3 to 5 years of proven experience in these fields.

Although most of the people who were chosen were already partially trained, part of the project was concerned with implementing specific training paths in view of the difficulty of allocating funds to train teachers in aspects of inclusion and diversity (as also reported in other European projects¹ and by the ECRI²). Teaching sessions were therefore held with those concerned in the various partner countries, to teach the coordinators about how to combat discrimination and stereotypes in schools and training centres. The training paths also differed from country to country (apart from the general training session held in Turin in July 2011, on the occasion of the first transnational meeting). They did, however, have some aspects in common with regard to the mediation of conflicts, intercultural communication, innovative actions and engagement strategies, diversity management strategies, role, obligations and powers of ASI coordinators under the project. Training courses in France also covered European, national and local anti-discrimination laws and procedures, and the issue of public and private funding at local, national and European level to launch further initiatives.

In the second stage of the project, the trained ASI coordinators guided the activities of the Student Teams and supervised relations with the rest of the school, teachers, head teachers and other pupils. They thus performed a key role, entrusted with the difficult task of establishing and maintaining the link between each single structure and the project. As mentioned previously, the first and only meeting specifically for the ASI coordinators was held in Turin in July 2011. This was the opportunity for them to get to know one another, compare ideas and, to a certain extent, develop their skills.

Given the centrality and experimental nature of their role, we have attempted to summarise the relative strengths and weaknesses of this in view of the possibility of the experience being repeated in future, as already partially stated in Working Paper 2 (WP2).

In the majority of cases, the establishment of the ASI coordinator was a positive move because it guaranteed the presence of an official role dedicated to combating prejudices and discrimination. These issues which, as we have seen, arise on an everyday basis in schools, are usually addressed by the teachers and educators who work there, when they have time. The availability of an *ad hoc* project provided an opportunity to

¹ Cf. the “Inclusion and Diversity in Education (INDIE)” project, sponsored and managed by the British Council and which involved eleven countries across Western Europe, carried out between 2007 and 2010. Also c.f. Tikly, L. (2009), Inclusion and Diversity in Education: Project Baseline Report.

² See ECRI General Policy Recommendation No. 10 on combating racism and racial discrimination in and through school education, adopted in 2006. The document is available to download from:
http://www.coe.int/t/dghl/monitoring/ecri/activities/GPR/EN/Recommendation_N10/default_en.asp

experiment the presence of a figure with time to implement specific activities in these fields: all partners judged this to be one definite strength of the project.

In some contexts several ASI coordinators were appointed within the same establishment and were thus able to share the work. The feedback on this aspect was that when more than one ASI coordinator was present, the work was perceived as easier and more effective, since they could consult with one another as regards the activities, content and work with the Student Teams. Where there was just one ASI coordinator (for instance, in Giaveno – Italy – and in the case of the Ferrante Aporti youth detention centre – again in Italy), the work was found to be more tiring.

As far as relations between ASI coordinators and the school are concerned, in many cases (especially with big schools) it was not always easy to involve teaching staff. Indeed, some ASI coordinators pointed out the difficulty of making the overall importance of their work and the aims of the project understood. This was frequently due to the lack of time for fostering relations, or for explaining each step of the project and the activities involved. In some cases it was because teachers failed to acknowledge the fact that discrimination and intolerance were a problem within the structure (this occurred in France, for instance, where, as mentioned earlier, the institutions refuse to accept that intolerance is an issue in schools and other contexts, and teachers and head teachers hardly ever recognise that such problems exist or question their approach to the issue).

Therefore, one weakness that needs to be addressed is how to share and address the problem. This aspect could be tackled by creating more collective forums, engaging all teachers and students, before implementing the longer-term and more specific activities with a smaller and more motivated group of people. In the Cross Community Schools project, when the experiment was presented to all (or the majority) of the students during an event at school, this generated greater interest in the activities and made teachers more inclined to acknowledge the usefulness of addressing the topic.

In terms of fostering a common and wide-ranging approach to address the issues in question, one strength of the project was the involvement of several schools in the various countries, which enabled strategies to be shared. This fostered important synergies for obtaining teaching and working material and for organising activities to propose to the Student Teams. It therefore provided an opportunity to conduct a study across different classes under a single project. In some cases it was the first important opportunity to adopt a transversal approach within a particularly large context where it is often difficult to create synergies.

Practical suggestions

*For the Dialogue Spaces to be fully functional they must be **led by people with the necessary expertise and abilities.***

*Appointing a coordinator/representative for combating prejudices and stereotypes at school can be very useful in order to **establish an official role** and make it possible for this person to dedicate time to those issues.*

*ASI coordinators must receive **specific training** on conflict mediation and group management.*

*The **role** of the ASI coordinators is most effective if **shared among several people** within the same structure (a working group is more productive than a single person!).*

*It is important to **create time** for discussions with the whole school to foster the involvement of the entire teaching staff.*

The research tools: instruments for fostering dialogue

A wide range of tools were used for Dialogue Space activities.

In all of the contexts involved, extensive use was made of group conversations, which were seen as a positive means for conducting an initial exploration; they were often aimed at encouraging the pupils to talk about themselves and their experiences.

Meetings with experts and testimonials were equally popular and effective: these ranged from journalists and psychologists, with anthropologists and economists and various meetings with educators and social workers. Rather than formal conferences, most of these meetings were opportunities for an open and free dialogue between adults and pupils, aimed at pinpointing crucial aspects in the field of discrimination.

In this particular context, students stated their own points of view, which were then remarked upon and discussed by the others, under the guidance of a moderator.

It was also used multimedia material such as films, videos and websites to draw pupils' attention to the topics (YouTube videos). These tools made it possible to approach, discuss and reflect on these issues.

Role play was also used in many contexts. This tool was generally considered to be an effective means of breaking the ice and launching group activities, especially when the members did not know each other very well.

Some pupils were involved in writing scripts on their own personal experiences.

Discrimination Boxes were another means of engaging students who were not directly included in the Cross Community Schools project. These boxes installed in the schools involved, were for pupils to post ideas, thoughts and opinions on the subject. Although frequently used inappropriately, pupils and teachers alike thought it could be used again in future (perhaps installed in more suitable places), because it is easy to use, provides increased visibility for the topic and is a sign of the school's awareness of the issue.

Music is another means that can easily be used to foster the engagement of young people: the pupils set up a radio programme on the themes of friendship, solidarity and legality. The programmes, which featured a selection of scripts and songs, were also broadcast via internet.

Food can also facilitate intercultural dialogue: culinary exchanges were therefore used on a number of occasions (especially during open days and official presentations) as a means of encouraging people to try other cultures and engage in intercultural dialogue.

As regards aspects to be developed in future, the Cross Community Schools project revealed the importance (and, at the same time, the difficulty) of engaging parents and local communities in addressing these issues. This emerged as a fundamental requirement, since engaging parents and the community can be a means of multiplying the effects of the training path and mustering resources and ideas on the importance of inclusion and diversity even outside school. Engaging the outside world mainly consisted on the one hand of providing information about the activities undertaken (especially in the press and specific publications) and on the other of small events targeting parents. Though not easy to achieve (mainly because adolescents often tend not to want their parents to be actively involved), this aspect should be encouraged and repeated using more effective methods and forms.

Overall, the various tools used during the course of the project clearly served different aims. Tools such as script writing, discrimination boxes, questionnaires, watching films and videos and, to some extent, drama activities, were mainly used to **raise pupils' awareness about aspects of discrimination** and intolerance within society but also in individuals. Group discussions, role play, video and drama productions also attempted to **foster the exchange of ideas** and **develop abilities to act**, that is the skills (for example, to interpret situations, meet challenges, master non-violent verbal and non-verbal communication) to enable them to understand and handle situations in which they are the victims of or witnesses to intolerance.

This is a very important aspect to bear in mind when addressing similar issues. When working with young people to investigate the issue of discrimination, it can be extremely effective to use of a variety of tools in order to develop their practical skills and foster comprehension and awareness of the problem. As

highlighted by a number of researchers on this subject³, *you cannot teach against racism, perhaps it is not even possible to teach about racism, since through our characteristics and our individual and collective experiences, we are all involved in one way or another. Anti-racism education must follow two essential lines: one lies within the sphere of reflection, the other in that of action. Acknowledging stereotypes, prejudices and discrimination is certainly an important aspect of anti-racism education. But it is equally important to learn to react when faced with episodes of racism.*

Practical suggestions

*Using different tools and varying them often is effective when addressing discrimination; this makes activities less monotonous, fosters lively learning situations and makes it possible to find the most effective ones for the group. When choosing which tools to use, bear in mind two fundamental goals of education on combating discrimination: **to foster knowledge and awareness of problems and develop action skills.***

³ Eckmann, Davolio, op. cit., p. 36.

4 Needs

4.1 Target young

The projects described for this target (CROSS COMMUNITY SCHOOLS, and Inter-Faith Dialogue) start from the evidence, experienced by teachers, first of all, of the existence of discrimination, prejudices and stereotypes at different levels in schools. At individual level, because we all have stereotypes and prejudices towards others that condition the way we interact with them *a priori*. At interpersonal level, because they emerge in relations between young people or groups of young people, often in conflict on the basis of gender, race, social class, etc. Discrimination also persists at institutional level, varying in intensity from country to country and context to context. This may be manifested as a refusal to acknowledge that discrimination is a problem (as in the egalitarian French society, where it has led to nothing being done to address the issue) or a lack of funding and action by the competent authorities.

All these problems, at the various levels, have negative consequences on work in the classroom and frequently prevent the creation of cohesive and inclusive classes, thus making the work of teachers much harder.

The Dialogue Spaces (in a large sense, not only those presented in CROSS COMMUNITY SCHOOLS) set up under the project were found to be a potentially effective and useful tool for overcoming these problems. This activity does, however, require careful investment of resources (not so much financial, but rather in terms of time and commitment) and much reflection on how best to implement it, in the light of the experience gained over the last two years.

The **main points for planning and managing activities aimed at effectively addressing the issue of stereotypes and intolerance**. These range from the choice of topics through which to address the problem of inequality to the creation of a space (for example the Dialogue Space, but also “virtual space, as in the other best practices presented) where people can exchange ideas, the implementation of specific activities. All these elements can help to “react positively to diversity”, i.e. promote inclusion, which means “*stimulating discussion, encouraging positive attitudes and improving educational and social frameworks to cope with new demands in education structures and governance. It involves improving inputs, processes and environments to foster learning both at the level of the learner in his/her learning environment and at the system level to support the entire learning experience*”⁴.

One central aspect that especially emerged from the Cross Community Schools project is the need to **encourage head teachers to invest in inclusion and diversity**: in culturally inclusive schools, head teachers and governors must assume responsibility and actively promote schemes and actions to combat discrimination. This means that inclusion and diversity must be taken seriously by the entire educational community and, in particular, “tackled” by creating a shared idea for a culturally inclusive school. Every single member of the educational community, from the pupils involved in the projects to the teachers in charge, from the school leadership to the teaching staff as a whole, must therefore take an active part in developing this idea, through continuous dialogue and targeted activities. That is the only way that **inclusion and diversity can become an integral part of the school and VET curriculum, policies and processes and be effective**.

4.2 Target prisoners

At European level the Committee of Ministers on 2 March 2016 approved the “Guidelines for prison and probation services regarding radicalisation and violent extremism” (<http://www.coe.int/t/DGHL/STANDARDSETTING/PRISONS/PCCP%20documents%202016/Guidelines>

⁴ UNESCO, Policy Guidelines on Inclusion in Education, 2009 (pages 7-9). Available to download from: <http://unesdoc.unesco.org/images/0017/001778/177849e.pdf>.

[%20for%20prison%20and%20probation%20services%20regarding%20radicalisation%20and%20violent%20extremism.pdf](#)).

Main aspects of the guidelines are represented by the following principles:

- Preventing and tackling radicalisation and violent extremism shall always be based on the rule of law and shall comply with international human rights standards because respect for human rights and the rule of law is an essential part of a successful counter-radicalisation effort. Failure to comply with these is one of the factors which may contribute to increased radicalisation;
- Good management and good order in prison shall respect diversity, tolerance and human dignity of both prisoners and staff as this helps avoid situations conducive to radicalisation and violent extremism;
- In order to aim at successful reintegration, prison and probation services shall not work in isolation, but communicate and establish links with community organizations in order to ensure the continuation of special programs developed during imprisonment or probation after release, or after probation supervision ends, where appropriate.

The risk of radicalisation is strictly connected with the rehabilitation and resettlement of the foreigner prisoners.

The fight to the marginalisation feelings is the tool to contrast the risk of radicalisation and the next violent extremism.

The foreign prisoner is normally characterized by:

- cultural and linguistic difficulties;
- no network and communication with the Native family and the community;
- difficulties to access to the Probation measures and to program own next resettlement in the society after the release;
- in general no equal opportunities with the native prisoners for motivations.

These features often are the reason of the marginalisation and exclusion feelings and the individual increasingly acceptance and support of violent extremism.

In the Italian prisons there is a low participation of the community in the rehabilitation of prisoners and so, for example, the religious leader for the Islamic prisoners is often a same prisoner but not trained and with the risk to manipulate the faith to achieve personal interests, to impose extremist thoughts or to create tensions inside of prisons.

In prison, the Muslims have the same situation experimented outside in the society, where they meet often prejudices, different cultural values and social marginalization.

So the religion becomes for them a tool of reinforcement of own identity, as it has happened in France in the last twenty years.

5 Conclusion

5.1 Young in VET

In conclusion, the key factors that emerged from this analysis is to develop an effective approach to combat inequality in education are summarised below:

- envisage a medium to long-term action timeframe;
- encourage concrete investment by the school/VET, which must be involved as a whole, starting from the leadership, in terms of resources but especially of “awareness” and action. This means, above all, including the Dialogue Space and/or activities on these topics in the school curriculum and school hours;
- promote the active engagement of pupils from the preliminary stages in which the activities are conceived and topics chosen, through to their management and practical implementation and in disseminating information and helping to raise awareness of the problems among all members of the school community;
- envisage the support of a selected group of teachers dedicated to these topics and with specific training and expertise;
- use tools aimed not only at raising awareness about the issue of discrimination but also at providing practical means and skills to address issues of intolerance in relations between young people.

5.2 Prisoners

- To Encourage supporting sessions with social and intercultural staff (psychologist, criminologist, ethno psychiatrists and intercultural mediators);
- Educational activities are essential in the rehabilitation of probationers or prisoners that may have adopted violent extremist views. Not only does it provide a structure to the daily routines during imprisonment, but it also provides the opportunity to develop new skills that can facilitate resettlement.
- To communicate and establish links with community organisations in order to ensure the continuation of special programmes developed during imprisonment or probation after release, or after probation supervision ends, where appropriate. It is important to involve the community, volunteers, religious representatives (imam), in order to contrast the situation of prisoners who becomes religious guide;
- to develop permanent governance between the prison and probation services with other public and private agencies and wider civil society in order to provide aftercare and to contribute to the resettlement and reintegration of offenders
- To encourage the access to the probation measures for foreigner prisoners;
- To encourage cooperation and relationship with the Embassies representatives of the foreigners in the prison, in order to manage their return in the Native Country;
- To Program and to develop models for the contrast to the radicalisation in prison, with a common working basis composed by actors and stakeholders.

For the Penitentiary administration:

- To have intercultural mediators who knows and talks the Arabic and be able to understand the situations in the prison;

- To have penitentiary staff trained to the risk of radicalisation in order to sensibilise them;
- To have penitentiary police who notes and keeps information about behaviours at risk in order to the prevention and contrast to the radicalisation;
- To have religious representatives who has moderate approach to the faith and who doesn't encourage hate and violent extremism.

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