



## Research Report and Analysis of Best Practices

### WP2-Deliverable Nr. 1

Mapping existing voluntary arts, sports, cultural, and youth  
practices for community-building and youth inclusion





**PROMOTING OPEN RESILIENT INCLUSIVE SOCIETIES FOR YOUTH**

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### Preface

The present research study was carried out by all partners with the purpose to identify, analyse and assess existing best practices in promoting disadvantaged youth inclusion and community building in the fields of voluntary arts, sports, culture and youth work. This information is intended to help the consortium, to first set a common ground of knowledge in the field of youth inclusion and exchange good practices in the field of prevention of marginalisation and radicalisation of young people from disadvantaged groups at risk of marginalisation such as newly arrived migrants and/or refugees. Partners focused on the mapping of practices according to their field of expertise (J.K ev: voluntary, arts and culture, CSC: youth work and culture, KAINOTOMIA: education and training field, MV International: sports).

The mapping of the existing practices will be a basis for the consortium to develop a toolkit of practices about promoting integration (especially in a local level) through the multidisciplinary and cross sectoral cooperation. The mapping analysis report includes data analysis in local-regional, national and EU level and collection of good practices.

The research study, based on a review of existing material and surveys as well as a number of case studies in a national level and EU framework, analyses on the themes of marginalisation and radicalisation of young people with special focus on the newly arrived migrants and refugees (causes, effects, profiles of perpetrators etc.) and proposes draft collection of examples of good practices in tackling these obstacles through voluntary arts, sports, culture and youth work activities and exchanges. Furthermore, it presents a critical comparison and evaluation of the different practices that will be further developed in the development of toolkit phase.

### Marginalisation

Migrants and ethnic minorities are among the groups most vulnerable to poverty and social exclusion. They usually face multiple disadvantages leading to persistent poverty and a marginalised position in society. As the 2012 EU Youth Report pointed out, immigrants often lack the social capital (networks and information) needed for being fully included in society. As a result, migrants tend to be more at risk of poverty and social exclusion than the native-born population.

#### Germany - Jugend --& Kulturprojekt e.V

##### Introduction

Nowadays, transition from youth to adulthood is a far more complex matter than it was in the past. The passage to adulthood needs adequate pedagogic support so as social exclusion to be avoided. Transition is universal and young people from different cultural and social backgrounds have to face it. Nevertheless, there are different challenges for different groups.

In Germany, young people are often being accused for not accomplishing this transition properly. At the same time, young people are attracted to risks as they want to try out new things. Therefore, this is a critical stage for the development of ideologies (Reißig, 2013). For young migrants and refugees, the additional challenge is to cope with an unknown culture, trauma and loss of loved ones as well as racism and discrimination.

This research report provides a brief overview of the situation of young migrants and refugees living in Germany and the risks of social exclusion that these groups are facing.

##### Context

In 2015 and 2016, the years with the highest number of asylum requests in Germany, the majority of refugees were young males. Many were housed in mass shelters and the rate of crime amongst the inhabitants of these shelters was high (Wikipedia, 2019). In 2017, the number of asylum seekers decreased by over 70% (Leubecher & Bewarder, 2017). Although, the housing situation has calmed down since then, there are still a few restrictions refugees are facing: after a finished asylum process, they are allocated to a region according to a quota system. It is compulsory by law for them to stay there for at least a three-year period.

In addition to this structural marginalisation, young refugees also face social marginalisation (Zick, Küpper & Hövermann, 2011). Young Muslims are confronted with stereotypes and biases. Anti-muslim and anti-Islam attitudes that are perpetrated by right wing groups can motivate and legitimise discriminating behaviours, in interpersonal contact as well as on a more structural context, like the job market and housing (Brettfeld & Wetzels, 2007). In 2015 and 2016 there have been over 2.000 crimes against refugee shelters in Germany (BKA, 2018).

These difficulties, that young refugees face in Germany, form a breeding ground for Islamic terrorism, as Salafists approach young unattended refugees, who come to Germany without their families and seek support and interpersonal connections (Wikipedia, 2019).

– Difficult Steps From School to the Labour Force

In Germany, there is a three-way school system comprised of "Gymnasium" (12 years), "Realschule" (10 years) and "Hauptschule" (9 years). Young people, who finish "Hauptschule",

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show the highest risk of social exclusion on the job market as 1/4 of this group is in precarious employment situations (Tillmann, 2013).

In Germany, the number of youth drop-out, in combination with NEETs who are also excluded from the social welfare system, is 1%-80 000 individuals.

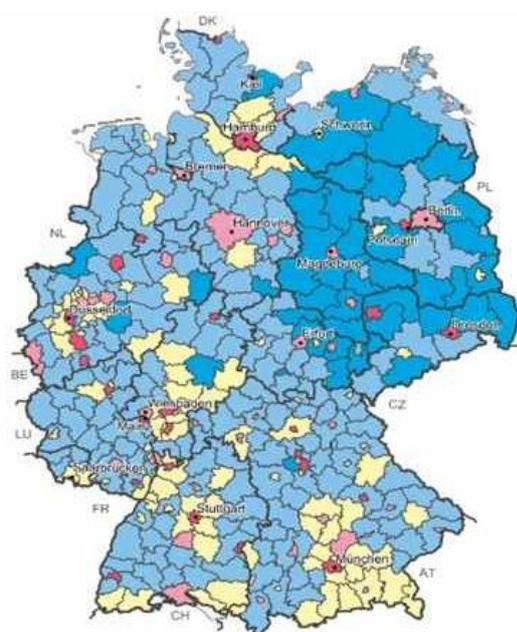
Often, young people are accountable for coping with transitional challenges when they leave school by themselves. This accusation implies that all youth have the same resources available but do not use them to succeed in the education system (Skrobanek, 2010). For those with fewer resources, that means, a decrease in social participation (Hurrelmann, 2010)

The result is that 17% of young people in Germany do not finish vocational education and 48.000 people don't possess secondary school qualifications-among them 10.000 migrants (Autorengruppe Bildungsberichterstattung 2018). Especially, non-proper educational background and addictions are factors that decrease their chances of getting a job. In addition to the aforementioned factors, their unclear citizenship status or parental conflicts negatively affect them (Tillmann & Gehne, 2012). Finally, restrictive sanctions to unemployed young people under 25-year old provoke a drop-out from all institutional support mechanisms (Tillmann & Gehne, 2012).

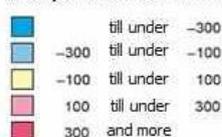
### - Youth Unemployment

Youth unemployment in Germany is at 6,5 % (9,7% in eastern Germany). These numbers are lower than in many other European countries but nevertheless worrying.

### - Youth in Rural Areas



Totals of domestic migration of 18- to 30-year-olds from 2006 to 2014 per 1000 inhabitants of this age group



*Source: Federal Institute for Research on Building, Urban Affairs and Spatial Development, 2017*

**Image 1.** Small-scale Domestic Migration from 2006 to 2014. Educational and Vocational Migration.

Demographic challenges like urbanisation, rapidly ageing population and economic underdevelopment are hitting regional areas in eastern and western Germany alike (Maretzke & Weiss, 2009). Birth rates are low and young people leave villages and rural towns in search of economically prosperous cities. Therefore, young people in rural areas become a minority. They are disadvantaged, regarding accessing education, cultural and sports activities, compared to their peers in the cities. That means that their social participation is limited (Beierle, 2013).

Young people with geographical obstacles, who don't use any personal transportation device-a car or a motorbike-provided by their parents,

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have even fewer participation opportunities. Through a high number of young and qualified females, the remaining males are stigmatised as “uneducated remainder” (Beierle, 2013).

Image 1 shows the migration movement of the young population in Germany aged between 18 and 30 years old from 2006 to 2014. It becomes apparent, that especially in eastern Germany, young people moved from rural areas to big cities. This trend is not so prevalent in South Germany.

### Policies

In Germany, there are no differences between the policies regarding marginalisation and radicalisation. Prevention of marginalisation, through civic education and education for democracy and courage, is being implemented by the “Federal Ministry of Family, Seniors, Women and Youth”. This ministry, finances training centres that run workshops in schools and youth centres regarding these topics. Furthermore, a policy to limit the cost of housing (MietNovG, §§ 556d ff. BGB) has been implemented in 2015 and revised in 2019. This policy is aimed at (a) preventing segregation, the migration of socioeconomically weak people to socially deprived areas and (b) fostering economically and culturally diverse suburbs.

### Programmes/Projects

- Erfurt University of Applied Sciences (FH Erfurt)
  - o Bachelor “Social Work” with a focus on social marginalisation
- Fraunhofer Institute IRB
  - o Research Project: Determinants and indicators for segregation and marginalisation of the migrant population
- Erasmus+ Programme: in the project results platform there are 154 projects (from 2015 to 2019) regarding marginalisation, in 25 of which Germany is coordinator or partner, 15 of which were awarded from the European Commission as “Good Practices”.

### Conclusions

This report shows that marginalisation is an issue that hits migrant and native youth alike. Especially, the education system in Germany, which separates the “good” from the “bad” from an early age, lays the foundation for social exclusion. The structural weakness of rural areas excludes young people from participating in vital societal tasks and pleasures. Often, refugees are also sent to rural areas, where they have to live with young people that do not have any experience in interacting with other cultures and religions. Therefore, more and stronger programmes and policies should be designed and implemented that facilitate equal educational opportunities and intercultural learning. The rural areas need more diverse cultural opportunities and centres of community.

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### Best Practice No. 1 – National

<b>Project Title</b>
MOB-X Adventure Room
<b>When</b>
May 2018-April 2020 – Ongoing
<b>Where</b>
Freiberg, Germany
<b>Who</b>
Jugend- & Kulturprojekt e.V.
<b>Website</b>
<a href="http://www.mob-x.de">www.mob-x.de</a>
<b>Contacts</b>
<a href="mailto:info@jkpev.de">info@jkpev.de</a>
<b>Stakeholders of the project</b>
The project was implemented in cooperation with the youth centre PI-Haus in Freiberg, the youth centre SPIKE in Dresden, the local integration coordinators of the district Mittelsachsen and the refugee shelter in Klingenberg.
<b>Beneficiaries</b>
The project involved in the first phase around 20 young adults with and without refugee background from the district Mittelsachsen who developed the Adventure Room together. Refugees in rural areas are particularly affected by discrimination and everyday racism and don't have access to intercultural activities or migrant communities that exist in big cities. During the implementation phase, the mobile Adventure Room is presented to youth and sociocultural centres involving every time some people from the development team as well as 5-8 locals and refugees who play the room together.
<b>Financing</b>
Integrative Maßnahmen, a fund of the Saxonian Ministry of Gender Equality and Integration 120.000 Euro

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<b>Description</b>
<p>The core of the project is the mobile experience space MOB-X, which is being developed, built and implemented in a rural area of Saxony by local and refugee adolescents. Based on the concept of the escape room, MOB-X is an innovative format that can be used to create novel opportunities for encounters between young people from different backgrounds. The focus is on solving common tasks that combine diverse skills (creativity, different languages, mathematical and logical skills etc.) so the participants are encouraged to work together. The methodology includes experiential elements and reflection phases and aims to create shared experiences, to experiment with new means of communication and to reduce mutual stereotypical images. As part of the project, MOB-X developers will be trained as intercultural peer coaches to be able to facilitate a MOB-X project day for schools, youth centres etc. In order to enable a transfer of the method, training material is being prepared how to create your own mobile adventure room with this target group.</p>
<b>Objectives</b>
<ul style="list-style-type: none"><li>- Creation of low-threshold opportunities of encounter between native and refugee young people in various districts of Saxony</li><li>- Reduction of prejudices and xenophobia</li><li>- Expanding the social networks of refugee young people in rural areas</li><li>- Integration of the wishes, interests and skills of refugees into regional youth activities</li><li>- Develop sustainable opportunities for active participation of refugees in regional youth activities</li><li>- Cross-regional and cross-sectoral networking of organisations regarding migration-related topics</li></ul> <p>Multiplication of innovative approaches to avoid marginalisation and improve the integration and participation of refugees in Saxony</p>
<b>Results achieved</b>
<p>The project actively involved around 20 refugees and local young people in the development of the MOB-X adventure room. Even though the fluctuation in the group was high, the project was successful in constantly finding new participants and involving them in the process. Through the common experiences mutual prejudices were reduced and a greater cohesion in the group was created. So far, the mobile adventure room has been implemented in four different organisations including around 35 locals and refugees and it is being requested by other youth centres, schools and refugee shelters.</p>
<b>Innovation</b>
<p>The project uses the concept of Escape Rooms, which is very popular with young people, to offer attractive opportunities for encounter and intercultural experiences for marginalized</p>

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people in rural Saxony. The game design and the development of the MOB-X by the peers facilitates the motivation and participation of the target group. As the refugees are actively involved in the development of the adventure room (story and game design, stage design, Graffiti and advertisement of the project), their skills become visible and they are also perceived as proactive members of the civil society and not only as addressees of support.

### Impact

The impact of the project is to help young refugees and migrants including asylum seekers to acquire new skills such as creative, analytical, communication, craft, presentation, problem-solving, negotiation skills and learn through experiential education about the culture of Germany and specifically of the region of Saxony. In addition, young Germans who are involved in the project meet young refugees and migrants and learn more about the latter ones' experiences and culture. Thus, cultural exchange and dialogue are achieved overcoming stereotypes and prejudices.

### Testimonials

"The group dynamic was amazing" (Coordinator of a local initiative for refugees)

"The game was very exciting, it made my day" (Participant from Eritrea)

### Pictures



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### Best Practice No. 2 – National

<b>Project Title</b>
Europa sind Wir – We are Europe
<b>When</b>
May 2018-May 2019
<b>Where</b>
Dresden, Cologne, Darmstadt in Germany
<b>Who</b>
IKAB Bildungswerk/ Jugend- & Kulturprojekt e.V./Ökumenisches Kinder- und Jugendhaus Kranichstein/
<b>Website</b>
<a href="https://www.tui-stiftung.de/unsere-projekte/europa-sind-wir/">https://www.tui-stiftung.de/unsere-projekte/europa-sind-wir/</a>
<b>Contacts</b>
Jugend- & Kulturprojekt e.V. Hechtstraße 17 01097 Dresden, Germany Fon: +49 351 81 047 66 Fax: +49 351 899 605 44 <a href="mailto:info@jkpev.de">info@jkpev.de</a> <a href="http://www.jkpev.de">www.jkpev.de</a>
<b>Stakeholders of the project</b>
The project was implemented in cooperation with the IKAB Bildungswerk in Bonn and the youth centre Ökumenisches Kinder- und Jugendhaus Kranichstein in Darmstadt as well as two more youth centres in each city.
<b>Beneficiaries</b>
The project involved around 80 disadvantaged young people between 16 and 20 who are rather sceptical about Europe and the European Union and hasn't been reached by political education.
<b>Financing</b>
TUI Foundation
<b>Description</b>
The project provides a space for marginalised young people who have an indifferent or non-rationalist, negative attitude towards Europe, to formulate their own ideas about Europe as

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<p>a future participatory democratic civil society and to develop their own local projects acting as change makers in their local communities. In several cultural and non-formal learning activities the young people created their own products using music, video, sports, dance as a tool to reflect about Europe and European values. In the end of the project the youngsters presented their results and products in a public event involving the municipality as well as politicians.</p>
<p style="text-align: center;"><b>Objectives</b></p>
<ul style="list-style-type: none"><li>- the participating young people develop an awareness of Europe as part of their own life reality;</li><li>- the young people experience democracy;</li><li>- the young people develop their personal, social and intercultural skills</li><li>- low-threshold forms of access and participation of the target group are developed and applied</li></ul>
<p style="text-align: center;"><b>Results achieved</b></p>
<p>Around 80 disadvantaged young people from different social backgrounds were involved in the project. According to the evaluation report 90% of the participants involved liked the project much or very much and wanted to continue it. They broadened their knowledge about Europe and experienced self-efficacy developing their own activities. Three public events were held in Dresden, Darmstadt and Cologne involving the mayors of the cities as well as the minister of social affairs of Saxony which got into a dialogue with the youngster and gave recognition to their efforts.</p>
<p style="text-align: center;"><b>Innovation</b></p>
<p>The project developed a series of new methods of engaging disadvantaged young people that are usually not reached by political education.</p>
<p style="text-align: center;"><b>Impact</b></p>
<p>The youth centres were empowered to include political education into their regular program and the youngsters were encouraged to look beyond their local horizons, they experienced that their voices were heard, and their products were recognized in the public sphere.</p>
<p style="text-align: center;"><b>Testimonials</b></p>
<p>“Before I started the project, I always thought that I am still young, it doesn´t matter what happens in Europe right now. But after a while, after I participated in some workshops, I have realised that we are the ones that have to take the initiative and to make Europe better again.” (Participant)</p>
<p style="text-align: center;"><b>Pictures</b></p>

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### Best Practice No. 3 - International

<b>Project Title</b>
"DIGITAL YOUTH" Youth Exchange
<b>When</b>
14/05/2018 - 13/11/2018
<b>Where</b>
Germany, Italy, Spain, United Kingdom, Bulgaria
<b>Who</b>
BIDA e.V Kultur und Bildung, Germany

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

<b>Website</b>
<a href="http://www.tskalchishkova.wixsite.com/mysite">www.tskalchishkova.wixsite.com/mysite</a>
<b>Contacts</b>
Address: Meininger Str. 138, D-98529 Suhl Germany Bistra Choleva-Laleva: Tel. 0049 152 06103353 bistracholeva@gmail.com
<b>Stakeholders of the project</b>
BIDA e.V. Kultur und Bildung (Germany) The ACLM (Associazione Cultural Delle Lingue Moderne) (Italy) Fundacion Altius Francisco De Vitoria (Spain) European Information Centre (Bulgaria) Data Center Installers Ltd (United Kingdom)
<b>Beneficiaries</b>
Young people with fewer opportunities (economic, social or cultural differences) between 18 and 24 years old: <ul style="list-style-type: none"><li>- young people with a migrant or ethnic minority background, refugees and third country nationals;</li><li>- young people, in particular those at risk of marginalisation;</li><li>- young people, with a special focus on the long-term unemployed and those in transition from education to work.</li></ul>
<b>Financing</b>
Programme: Erasmus+ Key Action: Learning Mobility of Individuals Action Type: Youth mobility
<b>Description</b>
<p>The "Digital Youth" Exchange was targeting young people with fewer opportunities from 5 European countries, with the objective to improve the consumption of ICT tools and youth's digital skills, while developing their key competences and positive attitude towards LLL. The activities widely promoted tolerance and respect of human rights as well as focus on enhancing critical thinking and sense of initiative of the young people. The provision of a comprehensive curriculum enabled the project participants to make positive future life choices and facilitated their successful transition into employment and further training.</p> <p>Activities:</p> <ul style="list-style-type: none"><li>- APV to plan the project activities among the international coordinating team and representatives of the young people with fewer opportunities in Spain (May 2018);</li><li>- Preparatory work of the national groups on specific topics and software programmes, related to use of digital tools in each partner country;</li></ul>

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- Youth Exchange in Suhl, DE (August 2018)
- Development of project outputs;
- Assessment of the knowledge acquired;
- Delivery of Youthpass certificates;
- Project evaluation and Follow-up;

Dissemination of produced outputs and exploitation of the project results.

### Objectives

The main concept uniting youth from different European countries is the digital communication that emphasizes on ICT literacy as a significant dimension of contemporary citizenship. The project objectives aimed to:

- Increase the technical skills and ICT literacy of young people with fewer opportunities;
- Increase participants' understanding of other cultures and countries, offering the opportunity to build international networks, actively participate in the society and develop an awareness of European identity;
- Motivate young people to be active, provoking their imagination and creativity, empowering their visions and abilities;
- Support young people with fewer opportunities in acquiring competencies necessary to improve their personal development, social integration and job opportunities
- Improve the foreign language competence of the participants;
- Strengthen the international dimension of organizations active in the fields of education, training and youth, so that they can offer activities and programs that best meet the needs of individuals in Europe.

### Results achieved

The exchange followed participatory approach, promoting diversity, intercultural and inter-religious dialogue reaching out to marginalised young people from different cultures and backgrounds.

The project activities were divided into 3 workshops resulted in:

- Website creation. Participants were separated into 3 groups. Final website was chosen by anonymous voting. <https://rikymuggi.wixsite.com/youthexchange>
- Social Media Platform creation. All participants worked together. <https://corsettiluca28.wixsite.com/youthbook>
- Project Film creation. Participants were divided into 2 groups.

<https://tskalchishkova.wixsite.com/mysite/project?wix-vod-comp-id=comp-jm4yzk58&wix-vod-video-id=76e6dcaa5f6340ed82338960c8f7c783>

### Innovation

The activities provided concrete tools for communication, digital expression and relationships. The exchange offered the young people a shared emotional environment stimulating behaviours of care and attention for the others, concern for their wellbeing and comfort, developing the sense of being accepted unconditionally, making the participants feel reconciled with themselves, with their peers and the world. The Project was linked to the Erasmus+ Programme objectives to contribute to the achievement of the Europe 2020 Strategy and the strategic framework ET2020. "Digital Youth" invested in knowledge, skills and competences of disadvantaged youth, contributing to the personal and professional development of young people across Europe at non-discriminatory, equitable and affordable principles.

### Impact

- 30 young people with fewer opportunities and 5 group leaders from 5 EU countries participated
- 3 teams of mixed nationalities and gender, according to the young people's interests and skills demonstrated during the phase of preparation.

### Pictures



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### Best Practice No. 4 - International

<b>Project Title</b>
Open European Societies
<b>When</b>
01/08/2017 - 31/07/2020 - Ongoing
<b>Where</b>
Dresden (DE), Prague (CZ), London (UK), Kumanovo (NMK), Aarhus (DK), Thessaloniki (GR), Paris (FR), Budapest (HU)
<b>Who</b>
Jugend- & Kulturprojekt e.V., Municipality of Dresden, Memorare Pacem e.V. (Dresden), Institute for Regional Development (Prague), European Reminiscence Network & University of Greenwich (UK), Center for Intercultural Dialogue (Kumanovo), AddArt NGO (Thessaloniki) & Aristotle University of Thessaloniki, La Transplanisphere (Paris), Pro Progressione (Budapest)
<b>Website</b>
<a href="https://openeuropeansocieties.wordpress.com/">https://openeuropeansocieties.wordpress.com/</a>
<b>Contacts</b>
Jugend- & Kulturprojekt e.V. Hechtstraße 17 01097 Dresden, Germany Fon: +49 351 81 047 66 Fax: +49 351 899 605 44 <a href="mailto:info@jkpev.de">info@jkpev.de</a> <a href="http://www.jkpev.de">www.jkpev.de</a>
<b>Stakeholders of the project</b>
The Iranian Cultural Organisation in Dresden, Municipality of Thessaloniki, Academy of Fine Arts Dresden, artists and performers from the participating countries, students of the University of Greenwich, film makers and photographers from all the participating countries etc.
<b>Beneficiaries</b>
The project involves migrants and refugees, who have the tendency to become marginalised, and native citizens who interact culturally and socially with the migrants and refugees through art workshops, cultural activities, video campaigns and video interviews
<b>Financing</b>
Europe for Citizens Programme (Strand 2: Networks of Towns), 143.000 €

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<b>Description</b>
<p>The project gives the opportunity to migrants and refugees to socially and culturally interact with native citizens from the participating countries through art workshops (storytelling, zine, dance, music, craft, theatre, cooking and digital media workshops) cultural activities (concerts, cooking evenings, performances, exhibitions, film screenings etc.), volunteering, video campaigns that are disseminated through social media platforms, video interviews which manifest the experiences of refugees and migrants who arrived in the participating countries a long time ago and those ones who have recently arrived, a research paper which summarizes the History of Migration in the participating countries in the 20<sup>th</sup> century and the impact of migration in the participating countries on socioeconomic level. Migrants and refugees are invited to participate actively in all the activities of the project and learn about the culture and lifestyle of the countries they currently reside in. The transnational events involved artists, performers, activists, photographers and film makers with migrant background to discuss migration and the difficulties that migrants and refugees encounter in order to start a new life.</p>
<b>Objectives</b>
<p>The OPEN EUROPEAN SOCIETIES is the successor of the WELCOME project aiming to deconstruct the process of migrants' stigmatization, help communities involved overcome stereotypes and develop counter narratives for more accurate perceptions of migrants and refugees-Through project activities, such as the Research Paper about the History of Migration in the participating countries and its impact on socioeconomic level, it aims to show the positive aspects of migration. Then, working with representatives of the most affected communities (including third-country nationals legally residing in the EU) through cross-cultural and art workshops, the project aims to bring together native citizens from the participating countries and refugees and migrants so as to interact with each other, get to know each other and overcome stereotypes.</p> <p>All the public transnational events aim to strengthen the foundations for continued intercultural dialogue and increase of mutual understanding as well as active participation of migrants and refugees in their daily life. The Project provides tools such as Video Interviews. Video campaigns and a Research Paper to foster intercultural dialogue, mutual understanding and civic participation of third-country nationals.</p>
<b>Results achieved</b>
<p>The project is on-going; therefore, the results are not yet achieved. The project aims to directly and indirectly involve about 1.200 people, 2/3 of which should be migrants and refugees as well as disadvantaged youth. Four public transnational events are planned to take place. The first one took place in December 2018 in Dresden, the 2<sup>nd</sup> event was held in London in March 2019, the third one is going to take place in Thessaloniki and the final event is going to take place in Dresden in April 2020. Active participation and civic engagement of native citizens as well as refugees and migrants are expected to be achieved with the aim of promoting diversity, active citizenship, acceptance and understanding in</p>

Europe. Migrants and refugees are expected to become more “included” and socially active in the societies of the participating countries as well as have a stronger sense of ownership and European awareness.

**Innovation**

The project develops a series of new methods and tools of engaging migrants and refugees that live in the participating countries.

**Impact**

The expected impact of the project is to involve native citizens, refugees and migrants from the participating countries, to create new counter narratives to hate speech by working together on video interviews, video campaigns, events and meetings where university and school students, NGO activists and volunteers as well as ordinary citizens from the participating countries participate.

**Testimonials**

Students from the University of Greenwich said that this project has helped them understand the importance of learning about the History of Migration through real stories narrated by senior migrants and refugees. The students had the opportunity to perform these migration stories and give a different approach to the topic of migration.

The Iranian refugees who live in Dresden have been very excited about this great opportunity to be so much involved in this project and share their own migration stories.

**Pictures**



### Best Practice No. 5 - International

<b>Project Title</b>
You are Welcome
<b>When</b>
01/01/2017 - 31/12/2018
<b>Where</b>
Dresden (DE), Prague (CZ), Oldham (UK), Kumanovo (NMK), Helsingor (DK), Thessaloniki (GR), Stropkov & Bratislava (SK), Budapest (HU)
<b>Who</b>
Jugend- & Kulturprojekt e.V.
<b>Website</b>
<a href="https://youarewelcomeproject.wordpress.com/">https://youarewelcomeproject.wordpress.com/</a>
<b>Contacts</b>
Jugend- & Kulturprojekt e.V. Hechtstraße 17 01097 Dresden, Germany Fon: +49 351 81 047 66 Fax: +49 351 899 605 44 <a href="mailto:info@jkpev.de">info@jkpev.de</a> <a href="http://www.jkpev.de">www.jkpev.de</a>
<b>Stakeholders of the project</b>
Official partners: Municipality of Dresden, Memorare Pacem e.V. (Dresden), Institute for Regional Development (Prague), Oldham Council (Oldham), Center for Intercultural Dialogue (Kumanovo), AddArt NGO (Thessaloniki) & Aristotle University of Thessaloniki, ADEL Slovakia (Stropkov), Glaser Jakob Foundation (Budapest). The project was implemented in cooperation with the Technische Sammlungen Dresden, Johannstädter Kulturtreff e.V., the Iranian Cultural Organisation in Dresden, Kleines Haus Dresden, ARSIS NGO, the Municipality of Thessaloniki, Menedek from Budapest, the Israeli Cultural Institute, the Hungarian Helsinki Committee, the Central European University, artists and performers from the participating countries, the film makers Xuban Intxausti and Barbara Lubich, film makers and photographers from all the participating countries etc.
<b>Beneficiaries</b>
The project involved migrants and refugees who had the tendency to become marginalised and native citizens who interacted culturally with the migrants and refugees through art workshops, cultural activities, No-hate speech campaigns and short film productions.

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

<b>Financing</b>
Europe for Citizens Programme (Strand 2: Networks of Towns), 150.000 €
<b>Description</b>
<p>The project provides a space for migrants and refugees to interact with native citizens socially and culturally through art workshops (storytelling, zine, dance, music, craft, theatre, cooking and digital media workshops) cultural activities (concerts, cooking evenings, performances, exhibitions, film screenings etc.), volunteering, No-hate campaigns, short film productions promoting diversity, understanding and acceptance, a survey which was about "How we view each other" with the aim of overcoming stereotypes and combating Hate Speech. Migrants and refugees were invited to participate actively in all the activities of the project and learn about the culture and lifestyle of the countries they currently reside in. The transnational events involved artists, performers, photographers and film makers with migrant background to express their creativity through an artistic approach. Round-table discussions involving academics, NGO activists, refugees and migrants and journalists strengthened dialogue and raised issues such as the rise of extremism and populism in Europe due to the refugee crisis.</p>
<b>Objectives</b>
<p>The aim of WELCOME was to deconstruct the process of migrants' stigmatisation, help communities involved overcome stereotypes and develop counter narratives for more accurate perceptions of migrants and refugees-Through project activities, in the "How We View Each Other" research phase, WELCOME assessed how hate speech and propaganda arise on fertile ground of economic and security fears in selected communities, and how they contribute to radicalized behaviours both from the indigenous communities and new arrivals. Then, working with representatives of the most affected communities (including third-country nationals legally residing in the EU) during the "Otherness Dialogue" workshop, we adapted the workshop content and gave them skills to record educational videos and conduct "You and I – We Are Not So Different" workshops, and encourage dissemination of learning through social action.</p> <p>Finally, at the Final Conference, the project strengthened the foundations for continued intercultural dialogue and increase of mutual understanding as well as active participation of migrants and refugees in their daily life. The Project provided tools such as Educational Videos and a Guidebook to foster intercultural dialogue, mutual understanding and civic participation of third-country nationals.</p>
<b>Results achieved</b>
<p>Around 1.500 people from different social and cultural backgrounds including refugees and migrants were involved in the activities of the project. According to the evaluation report 90% of the participants involved benefited from the cultural exchange and the activities offered by the project. They expressed themselves through different forms of art, learned more things about the culture and lifestyle of the countries they currently reside in and</p>

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

acquired information about Europe. Four public transnational events were held in Dresden (1<sup>st</sup> and final event), Thessaloniki and Budapest involving migration centres and NGOs, municipalities, universities, museums, cultural centres and art associations.

Project's outcomes are:

How we view each other-Survey:

<https://youarewelcomeproject.wordpress.com/2017/10/19/how-we-view-each-other-survey-2/>

Video material: <https://youarewelcomeproject.wordpress.com/video-material/>

Workshops: <https://youarewelcomeproject.wordpress.com/workshops/>

The Guidebook: <https://youarewelcomeproject.wordpress.com/the-guidebook/>

### **Innovation**

The project developed a series of new methods of engaging migrants and refugees that have recently arrived in the participating countries. These methods are: performative arts, visual arts, storytelling, digital media etc.

### **Impact**

The WELCOME project achieved to involve native citizens, refugees and migrants from the participating countries, to create new counter narratives to hate speech by working together on educational videos that were shown in festivals, events and meetings where university and school students, NGO activists and volunteers as well as ordinary citizens from the participating countries joined.

The local campaigns against Hate Speech, physical and online ones, raised citizens' awareness about racism and discrimination towards third-country nationals which can be seen in public spaces but also on social media

The local workshops brought together native citizens and third-country nationals and actively involved them in art, cultural and non-formal learning activities such as music, theatre, dance, zine and craft workshops which gave to both target groups the possibility to express their opinions and feelings and communicate with each other without needing to use a common language.

The public events gathered a significant number of citizens from the cities where the events took place: Dresden (1<sup>st</sup> and final event), Thessaloniki and Budapest including third-country nationals such as refugees and migrants. The total number of participants who joined the 4 public events is about 850.

All the local and transnational activities implemented by the project partners are included in the Guidebook so that more civil society organisations are going to get to know about best-practices in organising no-hate speech campaigns, creative workshops and other activities that include third-country nationals and bring together locals and third-country nationals and overcome stereotypes. The Guidebook includes information about each project partner country's migration and integration policies.

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The WELCOME Network has been successfully sustained by implementing a follow-up project under the title "Open European Societies" which involves most of the WELCOME project partners and includes some new partners.

### Testimonials

Artists from Syria, Bulgaria and Germany who participated in the exhibition of the 1st event in Dresden appreciated the opportunity to show and talk about their artworks. A Syrian artist said "It was a great opportunity for me to be part of this project and show my feelings and concerns about the present. It is nice to share such feelings with other people and I am glad that I cooperated with artists from different countries as I realised that even if we come from different countries, we have many things in common and art can connect us".

In Thessaloniki, the 2nd event of the WELCOME project, many of the participants were refugees and immigrants from Syria, Afghanistan, Iraq, Iran and Pakistan who were very glad to join such an event and be outside the refugee camp or the refugee houses. One refugee said, "Such events help people from different countries come together and overcome stereotypes they have against each other".

One of the participants who joined the final event of the WELCOME project with great excitement said "I am very glad to be here and to have met so many interesting people who want to change something in our society. I have learned a lot from this event and I want to organise similar activities and events in my home-town as they can be meaningful"

### Pictures



## Greece - KeDi.Vi.M2 Kainotomia

### Introduction

According to the definition given by the Council of Europe, “social exclusion refers to processes that prevent individuals, groups or communities from accessing the rights, opportunities and resources that are normally available to members of society; responsible for social exclusion are often structural forces, such as: laws, public policies, institutional practices, organizational behaviours, and prevailing ideologies, values and beliefs” (Social Inclusion of Young People, 2019). The list of young people at risk of social exclusion is not exhausting as it includes young people with disabilities, ethnic, sexual and religious minorities, homeless youth or young offenders and young people that face economic obstacles such as long term unemployed young people. Existing literature highlights three particular conditions that challenge integration resulting in social exclusion of young migrants and refugees in refugee camps, poor education; a lack of work; and the absence of freedom of movement and the location of refugee camps (World Migration Report 2018, 2018).

### Context

- Young migrants and refugees in Greece

#### REFUGEES AND MIGRANTS IN GREECE\*

79,500

15,800 on the islands and 63,700 in the mainland

#### Arrivals



\*UNHCR estimate as of 31 May 2019 of those who arrived and remained in Greece since the 2015 – 2016 flow.

The situation of young migrants and refugees is extremely difficult, especially for the unaccompanied children and minors. Due to the lack of accommodation facilities or transit facilities for children, detention of unaccompanied children is systematically imposed and may be extended from few days up to two months, while they are waiting to be transferred to an accommodation facility. Greece has been twice condemned during 2019 by the ECHR for the living conditions of unaccompanied migrant minors as often unaccompanied children are detained in police stations and pre-removal facilities on the mainland (“protective custody”) or in reception and Identification Centres on the islands in

unacceptable conditions (Mijatovic, D. (2018).

Source: EKKA, Situation Update: Unaccompanied Children (UAC) in Greece, 15 January 2019: <https://uni.cf/2GBV69k>.



Greek Minister for Migration Policy has stated that

“not a single child would be kept in protective custody” by the end of 2017, however the detention of unaccompanied children continues to occur. At the end of 2018, 42

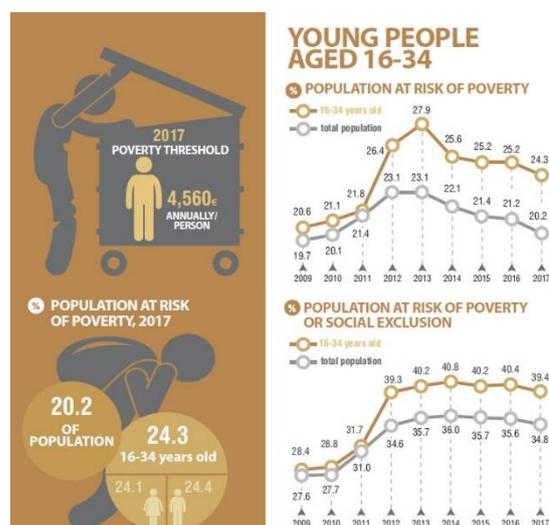
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unaccompanied children were held in detention (“protective custody”) in the pre-removal centre of Amygdaleza,<sup>11</sup> 44 were detained in police stations and other facilities around Greece, while 701 were in Reception and Identification Centres on the islands. Out of a total 3,741 unaccompanied children estimated in Greece at the end of the year, as many as 1,983 were on a waiting list for long term or temporary accommodation (Detention of vulnerable applicants - Greece | Asylum Information Database, 2019) The number of unaccompanied children detained on the mainland (“protective custody”) and on the islands (Reception and Identification Centres) between April 2018 and January 2019 has reached the number of 720.

The Commissioner of Human Rights of the Council of Europe Ms. Mijatovic, in her latest visit in the country, was very concerned about the reported poor shelter conditions and the lack of social support that most unaccompanied migrant children experience in Greece and is alarmed by the deprivation of liberty of those detained under the “protective custody” regime. She also stressed the need for migrant children to access inclusive education in order to fight social exclusion. Moreover, since the country is no longer considered as transit country, the Commissioner highlighted the need for the country to invest in integration through an inclusive long term policy, focused especially on themes such as family reunification, long term residence and citizenship, education, vocational training, language and integration courses, and the fight against racism and discrimination against migrants (Greece should safeguard social rights for all and improve the reception and integration of migrants - View", 2019).

– The situation of young people in Greece

Young people in Greece aged from 0- 39 years old, are estimated around 4.699.332 people of the overall population of around 11 million. According to the Greek Statistical Service (ELSTAT) 24.3% of the youth population 16-34 years old are at risk of poverty or social exclusion, with an annual income of 4.560 euros per person. The unemployment remains one of the top social exclusion factors for the young Greeks as more than 410.600 young people aged from 15-34 are unemployed. While 72.7 of them are long term unemployed meaning that they haven’t been in employment more than a year (Young People in Greece 2018, Hellenic Statistical Authority, 2019).



### Policies

According to Greek Law No. 4019/2011 Social economy and social entrepreneurship and other provisions. (Gov. Gazette A 216/30.9.2011), Article 1 “Inclusion” is the process of social integration of individuals that belong to vulnerable groups, mainly by promoting their employment.

- “Vulnerable groups of the population” (henceforth vulnerable groups) are in general societal groups that face barriers to participation in social and economic life. This can be a result of social and financial difficulties, or it can be due to physical, mental,

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cognitive or sensory disabilities as well as unforeseeable circumstances that affect the proper functioning of the local or broader regional economy.

- For the purposes of this law, vulnerable groups are divided into two categories.

a) "Specific vulnerable groups" include societal groups whose inclusion in social and economic life is hindered by physical and psychological factors or delinquent behaviour. People that belong to these groups include individuals with disabilities (physical, mental, cognitive, or sensory), persons currently or formerly addicted to substances, those who are HIV positive, prisoners or ex-prisoners, as well as juvenile offenders.

b) "Special population groups" include societal groups that are at a disadvantage with regards to smooth integration into the labour market because of financial, social or cultural reasons. Indicatively, these groups include unemployed youth, unemployed women, unemployed persons over 50, the long-term unemployed, single parents and members of many-child families (three or more children), abused women, illiterate persons, inhabitants of remote mountainous and island regions, people with diverse cultures, immigrants and refugees. "Social care" is the production and provision of goods, health and welfare services for specific societal groups, such as the elderly, infants, children, persons with a disability and people with chronic diseases

Apart from the above law articles, there is no other specific article in Greek legislation regarding the social inclusion of migrants and refugees.

### **Programmes/Projects**

Regarding the young people facing social exclusion e.g. young Greeks unemployed 18-30, or young people with disabilities there are several programmes and initiatives that are initiated either in local or national level with the assistance of the Greek Manpower Organization, such as the "entry to employment market vouchers" which were programmes supported by the Greek Ministry of Employment to combat the youth unemployment.

Regarding refugees and their social inclusion, according to the latest UNCHR situation report of May 2019, the Greek Government is developing a national strategy on integration of refugees. During May, the Government held the first Forum on Integration to discuss needs and identify priority actions of refugees. Moreover, Ministry of Education (MoE) is responsible to prepare children for public school and ensure that all refugee boys and girls attend regularly.

- According to the Greek MoE, 12,480 refugee students are enrolled in public schools of mainland Greece alongside the local students. In addition, according to UNCHR who is responsible to implement the ESTIA accommodation and food programme funded by EU, 61% of children who live in ESTIA accommodation attend school.
  - Usual reasons for young migrants and refugees not attending school are lack of space, difficulties with language barriers and with enrolment that result from the transfers and parents' attitude, that they wish not for their children to attend Greek schools as they see the country mostly as a transit country and not their permanent hosting country.
- UNHCR activities:

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- UNCHR and partners support those living in the accommodation scheme access important documents such as a tax and a social insurance number, and with job matching or referral to develop skills, vocational trainings and language courses.
  - Asylum-seekers and refugees – especially those living in sites and reception centres – face difficulties accessing vocational training and gainful employment. Many are not eligible for national social solidarity schemes such as the Social Solidarity Income and the Rental Allowance Scheme as they cannot fulfil some requirements, for example, having a lease in their name.
  - In May, 7,242 beneficiaries of international and subsidiary protection status were accommodated in UNHCR's apartments, and 13,527 received cash assistance.
  - UNHCR estimates that the 2700 refugee children that are located in islands of the country, face more educational difficulties due to the lack of facilities and educational opportunities in the islands, in comparison to the camps in mainland. Refugee children located in the islands, is estimated to have missed between one and four years of school as a result of war and forced displacement. UNHCR supports children on the islands with non-formal educational centres – such as the one Leros – where they can attend language, math and IT classes, as well as get help with their homework (UNCHR. (2019).
- Activities co-financed by the European Social Fund

*Learning of the Greek language to help promote equality of opportunity in the access to the labour Market.*

Teaching the Greek language, in certified Centres of Vocational Training, to unemployed immigrants, refugees, and repatriated groups of the population who are threatened with social exclusion. The project aims to facilitate their integration into various social and labour environments, and enable their attendance on specialist vocational training programmes, according to their qualifications and their areas of expertise.

At the social inclusion field, regarding migrants and refugees there are several initiatives coming from NGOs and the civil society that they use EU funds and private foundations donations. In Erasmus+ project results platform there are 547 projects regarding social inclusion of migrants and refugees, where Greece is either partner or coordinator and 30 of them have been nominated as "Good Practices".

### **Conclusions**

What can be concluded regarding the marginalisation of young refugees and migrants in Greece, is that because of the country's several problems due to the economic and social crisis of the last 10 years a lot need to be done in a national and local regional level by national government and local authorities in order to support the social inclusion of young people with migrant and refugee background, mainly in the fields of education, vocational education and employment and training. While there are efforts being done by the Ministry of Education for minors to attend school, there are slim vocational or educational opportunities for young refugees and migrants above 18. According to a survey conducted by the International Organization for Migration, the UN Migration Agency access to regular schooling has enabled migrant and refugee children to feel more socially included as they made friendships with

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students from other cultures. Also, the survey showed that there is a strong connection between the quality of community relations and students' personal experience with local schools and other educational institutions. Finally, what the survey confirmed is that the level of satisfaction migrant and refugee children received from attending regular schooling is a vital step towards their social inclusion and interaction with the local community (Nikolaidou, C. (2018).

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### Best Practice No. 1 - National

<b>Project Title</b>
Summer Camp in the City
<b>When</b>
June 2017
<b>Where</b>
Greece
<b>Who</b>
Municipality of Larisa in cooperation with Kainotomia
<b>Website</b>
<a href="http://www.larissa-dimos.gr/el/gia-tous-polites/katask1">http://www.larissa-dimos.gr/el/gia-tous-polites/katask1</a> <a href="https://www.facebook.com/kataskinosi.dimoslarissa/">https://www.facebook.com/kataskinosi.dimoslarissa/</a>
<b>Stakeholders of the project</b>
-Agencies and Associations of the city -Services of the Municipality -Museums and Ephorate of Antiquities -Sports facilities -Cultural Structures -Libraries
<b>Beneficiaries</b>
Young local people, young refugees and migrants, teachers, youth workers
<b>Financing</b>
Municipality of Larisa
<b>Description</b>
The "Summer Camp in the City" is a program during the summer months (July and August) addressed to children aged from 6 to 12 years old. The purpose of the program is to amuse and at the same time educate children creatively for a certain amount of time during the morning hours (07:00 am to 3:00 pm) through the right use of leisure time with individual

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and organized activities or through organized workshops always by creating a pleasant and creative environment. Summer camp in the city provides education and knowledge through amusing activities and games. The game is central to the philosophy of the "Summer Camp in the City" program. Through group, organized or free games and playful activities, children have the opportunity to find out more about themselves, cultivate their relationship with the group, learn to self-regulate, resolve differences, rejoice in winning and learn how to handle the defeat. "Summer camp in the city" is working with experienced trainers and teachers each with an extensive experience in their field of expertise. Some of the activities that were implemented in the framework of "Summer camp in the city" are:

- Athletic Activities (basketball, volleyball, football, tennis, horseback riding, traditional and modern dances, ballet, swimming)
- Theatrical Toy and Puppet Theater
- Children's Literature and participation in the experiential workshops of the "Summer Campaign for Reading and Creativity" of the Municipal Library
- Cooking and Pastry
- Chess and "Games of the World"
- Photography
- Natural Sciences and Robotics
- Music and Music-movement Education
- Entertaining game
- Educational activities in the city's museums

### Objectives

Main objectives of the project are:

- To foster the social integration of migrants through sports activities
- To counter any forms of racial discrimination and intolerance.
- To nourish them with a strong sense of cultural understandings and solidarity
- To provide them with communication and competitive skills
- To keep them close to their cultural heritage but at the same time learn to respect diversity and other cultures
- To promote the values of inclusion and integration

### Results achieved

Under the central idea of this summer innovation program, small campers of the 4th Primary School of Larissa and young refugees from the open hospitality structure in Koutsohero and the "ESTIA" program participated in the Program of Self Help and Mutual help by playing and learning the "Games of the World". These games are handmade toys made of recyclable materials coming from different cultures and different time periods. During the

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implementation period of Summer camp in the city, more than 200 children had the lifetime experience to play the "World Games" communicate with different cultures, make new friend and gain knowledge and experience. This experience brought smiles to the faces of both adult and children and renewed their motivation for learning.

### Innovation

It is very important to facilitate their acquiring of key competencies in all levels of human rights education in order to make their activities more attractive and efficient and attract more youngsters. Larisa holds a key role in that kind of initiatives and activities and aims at continuing providing these experiences to young people in order to build a strong and resilient society and nourish to them a sense of solidarity, teamwork and empathy clear of violence, hate speeches and marginalisation.

### Impact

This initiative can bring closer children with different backgrounds and cultures, cultivating a strong sense of multicultural understanding and solidarity. Migrants refugees and local young people get to know each other better and create teams in order to gain knowledge, common experiences and true friends.

### Pictures



## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

### Best Practice No. 2 - National

<b>Project Title</b>
Stepping Stone
<b>When</b>
May 2017
<b>Where</b>
Greece
<b>Who</b>
METAdrasi
<b>Website</b>
<a href="https://metadrasi.org/campaigns/stepping-stone-integration/">https://metadrasi.org/campaigns/stepping-stone-integration/</a>
<b>Contacts</b>
(+30) 214 100 8700
<b>Stakeholders of the project</b>
Stepping Stone is supported by the "Captain Vassilis and Carmen Konstantakopoulos" Foundation.
<b>Beneficiaries</b>
Refugees and Migrants
<b>Financing</b>
Captain Vassilis and Carmen Konstantakopoulos" Foundation.
<b>Description</b>
Stepping Stone is a program that responds to the need of strengthening, supporting and empowering refugees and migrants, who will stay in Greece, in order to autonomously rebuild their lives, start a new, and integrate into the Greek society and the labor market. Following the assessment of their experience, skills and competencies, the main purpose of the action is to connect refugees with the labor market. Stepping Stone is mostly implemented by volunteers and it is aiming to facilitate refugees' and migrants' integration, through educational activities and paid internships. METAdrasi supports the beneficiaries'

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efforts by evaluating them, strengthening their skills, and preparing them to find employment, through practical placement experience.
<b>Objectives</b>
<p>In further details, the project offers:</p> <ul style="list-style-type: none"><li>- Intensive Greek language courses</li><li>- Counselling and support on legal issues related to employment</li><li>- Curricula to strengthen social skills</li><li>- Support workshops with a mentoring approach to professional ethics and CV preparation</li><li>- Technical vocational training (for example, sewing and cooking seminars)</li><li>- Computer courses</li></ul>
<b>Results achieved</b>
Within the first 14 months of the Stepping Stone project, 125 beneficiaries have participated, out of which more than 40 people have already started their practical placement and four of them were granted degree scholarships.
<b>Innovation</b>
The project develops a series of seminars supporting workshops and curricula of engaging migrants and refugees that live in their receiving country.
<b>Impact</b>
By equipping the refugees and migrants with the proper knowledge and skills we can achieve an integration and we will help them be autonomous and rebuild their lives. Through educational workshops and language teaching courses they will feel more comfortable and they will start participating actively and integrating into the society and the labour market, avoiding marginalisation and radicalisation phenomena. This counselling and orientation will foster their inclusion and will nourish a strong sense of belonging in a resilient and open society.
<b>Testimonials</b>
"I am very happy to have successfully completed the seminar of Stepping Stone, I feel more confident and hope that I can get a job. At the seminar we all became a great team, we helped each other, and we gained not only useful knowledge but also real friends... ", says Ali, 29 years old from Syria.
<b>Pictures</b>

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES



### Best Practice No. 3 - International

<b>Project Title</b>
BLEND-IN
<b>When</b>
Start: 14-11-2016 - End: 13-11-2018
<b>Where</b>
Italy, Greece, UK, Cyprus, Malta
<b>Who</b>
Coordinator: Anziani e Non Solo Partners: Caleidos Cooperativa Sociale Onlus, KMOP, EEO GROUP, Foundation for Shelter and Support to Migrants in Malta (FSM), CARDET, Canary Wharf Consulting
<b>Website</b>
<a href="http://blend-in.eu/en/">http://blend-in.eu/en/</a>
<b>Beneficiaries</b>
Refugees and Migrants
<b>Financing</b>
Funded within the Erasmus+ programme 126091.53 €
<b>Description</b>
BLEND-IN is a 24-month project that aims to assist young refugees settle into a new community, country and society and move towards independence, self-sufficiency, active

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citizenship and participation, and at the same time enhance the role and efficiency of refugee integration workers. BLEND IN project, implemented in Cyprus by CARDET, has created and released an innovative mobile application that will help migrants, refugees and asylum seekers during their early days in the host society. It aims to assist young refugees settle into a new community, country and society and move towards independence, self-sufficiency, active citizenship and participation, and at the same time enhance the role and efficiency of refugee integration. The App will become a useful resource for new entrants in the host societies involved in the project – Italy, Greece, Cyprus and Malta - providing them with essential and easy to comprehend information about their said countries.

Filling an observed gap in resources to help young migrants, refugees and asylum seekers during their early days in a new country, the App will provide them with language and cultural orientation helping them navigate through and best cope with the challenges they face. This app will help them communicate and be aware of their rights and opportunities, thus preventing their social exclusion, discrimination and marginalisation by facilitating their smooth cultural and social integration in the host community.

### **Objectives**

- build their capacities and equip with the appropriate tools that will enable them to foster the inclusion and employability of young refugees and utilise effective methods to reach out to this youth group
- professionalise their work by developing their competences; and
- set quality standards and define ethical and professional codes.

### **Results achieved**

-The BLEND-IN App, the main resource of BLEND IN project, is now updated and open to the public. Aiming at facilitating young migrants, refugees and asylum seekers' smooth cultural and social integration in the host/ receiving community, BLEND IN APP invites you to take a glance and learn, find, go, do, addressing successfully your early days' needs in the host society.

- a Refugee Integration Handbook for Operators is developed, focusing on key areas of a successful integration of young refugees and migrants in a host/ receiving country, e.g. understanding and setting ethical and professional codes when working with young refugees; empowering young refugees and enhancing their self-confidence during the initial stages of resettlement by providing them with accurate information about the host country, understanding the cultural and age profile of the concerned refugee group and communicating respecting this profile, providing young refugees with pre-departure and post-arrival cultural orientation based on the developed orientation mobile application and promoting the mobile application in the context of their work.

### **Innovation**

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BLEND IN is an innovative project based on experiential and non-formal education. It provides language, cultural and social orientation with a really creative and amusing way aiming at the smooth integration of young migrants, refugees including asylum seekers.

### Impact

BLEND-IN partner countries are convinced that fostering the smooth integration of young refugees and migrants can be best supported and achieved if integration programmes and initiatives are focused on detecting and meeting their early days' needs in the host country. The ultimate objective of the project is to develop the social, civic, intercultural competences of the young refugees and migrants resettled in a host country, inform them on their rights and promote their autonomy, active citizenship and participation in social life and labour market, thus preventing their social exclusion, combating discrimination and segregation by facilitating their smooth cultural and social integration in the host community.

### Pictures



### Best Practice No. 4 - International

#### Project Title

MENTORPOWER: EMPOWERMENT AND SOCIAL INTEGRATION OF MIGRANT YOUTH VIA INTEGRATION INTO LABOR MARKET USING ENGAGEMENT MENTORING

#### When

Start: 01-03-2015 - End: 28-02-2017

#### Where

France, Norway, Spain, Greece and Turkey

#### Who

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

Coordinator: Hors Pistes Partners: Kvalifiseringstjenesten CENTRE FOR EDUCATION SOCIAL YOUTH DEVELOPMENT CIVIL NONPROFIT SOCIETY TOPLUM GONULLULERI VAKFI
<b>Website</b>
<a href="https://hors-pistes.org/2017/03/15/discover-mentorpower-guidebook/">https://hors-pistes.org/2017/03/15/discover-mentorpower-guidebook/</a>
<b>Stakeholders of the project</b>
-Public and Private entities from the partner-organizations -Committed institutions and sponsors
<b>Beneficiaries</b>
Youth immigrants, NGOs, public bodies, educational institutions (or something similar) extending the field of their activities to a mentoring programme for migrant youth
<b>Financing</b>
EU Grant: 235365 EUR
<b>Description</b>
MentorPower is a strategic partnership project for the empowerment and social integration of migrant youth by facilitating their integration into the labour market using engagement mentoring. The partnership will bring together civil society organizations in Europe working in the field of youth for developing and piloting of an innovative and sustainable engagement mentoring model for 16-25year-old migrant youth within a period of two years.
<b>Objectives</b>
The main objectives of the project are the following: <ul style="list-style-type: none"><li>• to improve the transversal skills of the migrant youth, including critical thinking, problem solving, leadership and collaborative learning; to provide career guidance and advice on the field of their interest; to have connections in the sector of their interest; to help them improved their ICT skills by communicating and interacting with their mentors and other mentees using online tools;</li></ul>

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- to equip the participating adults with proper skills for working with migrant youth, including tutoring and teaching skills, modelling skills, problem solving skills, active and non-judgmental listening skills, and conflict resolution skills; and to help them develop a stronger sense of social responsibility and feel further committed to volunteerism
- to contribute to the capacity development of the participant organisations on implementing engagement mentoring programs with migrant youth, as well issues such as project implementation, international cooperation, strategic development, and internationalization;
- to provide the youth workers with the necessary skills and introduce them to the necessary tools that will enable them to implement the engagement mentoring model proposed in the project;
- to increase the understanding of the public authorities regarding the problems and needs of the migrant youth with regards to integration into the labour market; to offer the opportunity to contribute to the development of the model, which will ensure an easier adaptation of the model by the public authorities if they want to implement the model in the future.

### Results achieved

The project activities are built upon the development of three major outputs:

- a Best Practices Report, which will constitute the basis upon which an engagement mentoring model oriented at migrant youth can be built (in English, electronic and printed copies);
- a Guidebook for the Integration of Migrant Youth into Society (in 6 languages, electronic and printed copies);
- policy Recommendation Booklets for advocacy purposes (5 different sets of booklets, each set consisting of the related partner's language and the English translation)

The project will also include transnational meetings, training courses in 5 different countries, press meetings, short-term mobilities, advocacy meetings, dissemination materials.

### Innovation

For its innovative practices, activities and outputs the project was considered as success story from the European Commission.

### Pictures



**Best Practice No. 5 - International**

<b>Project Title</b>
INCORPORATE NON- FORMAL METHODS INTO LANGUAGE EDUCATION FOR ADULT IMMIGRANTS
<b>When</b>
Project start date: 01/09/2015 Project end date: 31/08/2017
<b>Where</b>
Greece, Cyprus and Spain
<b>Who</b>
Coordinator: N.G.O. CIVIS PLUS Partners: PANCYPRIOS POLITISTIKOS KAI EKPEDEFTIKOS SYNDESMOS "EVROPOLITISMOS" Neo Sapiens S.L.U.
<b>Website</b>
<a href="http://nonformalmethods.wordpress.com">http://nonformalmethods.wordpress.com</a>
<b>Stakeholders of the project</b>

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

Public and private entities from the partner-organisations
<b>Beneficiaries</b>
Target Groups: -People working in formal and non-formal education, especially in language education. -People interested in working in language education for immigrants. (Adult educators) Adult immigrants. (Indirect)
<b>Financing</b>
EU Grant: 48410 EUR
<b>Description</b>
The current project is an attempt to incorporate non-formal learning methods into the language teaching of adult immigrants and the implementation was undertaken by 3 organizations from Greece, Spain and Cyprus experienced in language teaching of immigrants / refugees, adult education and non-formal education. The lack of immigrants and refugees' communication capacity in the host country's language is a key reason for their isolation/marginalisation and an obstacle to their successful integration into the host country. The partnership organizations are active in the field and their experience has shown that when the teaching is based on only one particular textbook and is performed exclusively by traditional and teacher-centred methods is less effective. Non-formal learning can, on the other hand, offer a more innovative and participative learning process that can simultaneously develop a variety of apprentices' skills and competences.
<b>Objectives</b>
In this context, the project was implemented and succeeded in achieving the following objectives: <ul style="list-style-type: none"><li>• Explored through the various activities (workshops, focus groups, meetings and research) the dynamics of non-formal learning in adult learning, and more specifically in language learning.</li><li>• Promoted the peer learning among educators in formal and non-formal education, offering them many opportunities to meet, exchange views, ideas and reflections.</li><li>• Resulted in 30 practical teaching activities based on non-formal learning methods that can be integrated into language teaching for migrants and in a complete booklet on the topic.</li><li>• Enhanced and will continue to strengthen the capacities of individuals who are active or who wish to be active in language learning as a second language for immigrants on the implementation of non-formal learning activities. The goal was achieved through the</li></ul>

creation and free dissemination of the booklet as well as the training seminars that were held later.

- The changes that will incur in the teaching process through the application of the booklet's content will make the latter in the long run more attractive to the learners and will enrich it with participatory and innovative activities.
- Increased people's trust for the non-formal learning methods and their effectiveness.

The ultimate goal of the project is to improve the sector and better serve the linguistic needs of immigrants that will decisively contribute to their personal development and social integration.

### Results achieved

The main result of the proposed project is the booklet, the enhanced skills of adult educators and institutions working in the field, increased understanding and cooperation between educators in formal and non-formal education and the more positive attitudes towards non-formal learning methods. These in long term will lead to improvements in adult linguistic learning sector that will be more capable to meet immigrants' language needs and to create favourable learning conditions for adult immigrants. These will significantly enhance the integration process of this particular social group in society and will help them to improve their everyday life.

### Innovation

The project's methodology has been based on three main focal points: ongoing dialogue and exchange of information between the working groups, cooperative learning and active participation of the target group in all the activities. The project's implementation was facilitated by its separation into interconnected working packages, requiring the active involvement of all the partners. Non-formal learning methods were applied to all the activities, (training seminars, focus groups, workshops and multiplier events). The project was also awarded from EU as a success story!

### Pictures



### Italy - MV International

#### Introduction

According to the Oxford Dictionary, marginalisation can be defined as the “*Treatment of a person, group, or concept as insignificant or peripheral*”. Marginalisation in the society can be a consequence of diversity issues, in terms of social status, culture (religion, language...), ideology, nationality or ethnicity; each of these cases needs to be considered according to its peculiarities. Thus, dealing with the specific target group of migrants and refugees, it is clear how the issue of marginalisation is connected to the dynamics of integration. The integration of immigrants is not only a duty and responsibility for their hosting country, but is also part of the priorities and values of the European Union: the EU demonstrates its commitment to the issue through different policy documents, such as the Council of the European Union “Common Basic Principles for Immigrant Integration Policy in the EU”, and the reference to third-party citizens integration in the Lisbon Treaty enforced in 2009. Still, there are significant differences in the implementation of such policies among the Member States, due to the diversity with respect to the social, political and economical context and the influx of immigrants, migrants and refugees.

#### Context

As from the information issued by the Italian Ministry of the Interior and the UNHCR, the arrival of migrants in Italy has experienced a decrease during the last three years, as it did in the rest of Europe: the highest number was reached in 2016 with 181.436 arrivals, then it diminished to 119.369 in 2017 and to 23.370 in 2018. The high contraction has to be interpreted in the framework of political decisions taken by national actors and international organizations, such as the EU, concerning the arrival of migrants, aiming at reducing the business of smugglers and guaranteeing a safer journey to migrants.

Concerning asylum seekers, their number does not depend exclusively solely on the number of arrivals: since 2014, Italy witnessed a substantial increase in the applications, so that at the beginning of 2018 there were nearly 150.000 pending requests. According to the UNHCR, Italy counted 186.648 asylum seekers and 167.335 refugees up to 2018. An asylum seeker in Italy can benefit from three different types of protection: the refugee status and the subsidiary protection, which are recognized internationally, and the so called “humanitarian protection”, allowing the individual to stay in the country by virtue of his/her personal history, according to which he/she would be endangered if repatriated.

In this context, marginalisation occurs when integration programs and systems fail in tackling the needs of the target group while at the same time dealing with the national context and public opinion, which influence on policymaking must not be underestimated. Evidence shows that Italian public opinion tends to over-size by 16 points the percentage of migrants in the territory (10%, compared to an estimated 26%); as well as, it would be mistakenly believed that more than 40% of migrants are out of work, while the unemployment rates of foreigners do not differ significantly from the Italian ones. Moreover, it is still common the association between immigration, especially if clandestine, with crime, although criminality rates showed a drastic reduction in crimes in the last decade.

### Policies

Although the social categories concerned by marginalisation are many and of various nature (people living in rural areas, suburbs/peripheries, minorities...), coherently with the priorities set by organizations at international level and to the emergence of migrants and refugees as an issue of the utmost relevance in the domestic context, Italy has implemented a series of policies for their reception and, consequently, their integration.

The reception policies are regulated by the Protection System for Asylum Seekers and Refugees (SPRAR), a network of local institutions created in 2002. Different types of structures have different functions: the hotspots are set up in landing posts and are in charge for first assistance and reception; the CARA (reception centres for asylum seekers) host asylum seekers for the time necessary to examine their asylum request; the CAS (Extraordinary Reception Centres) are structures that supply additional accommodation in cases of defects of ordinary reception system. In 2017, 158.821 migrants were living in a CARA/CAS or similar structures, whereas 24.741 were under the system of SPRAR. Within the framework of this reception system, different actions for integration can be observed: in 2016, more than 80% of the SPRAR projects have implemented Italian language courses, involving nearly 20.000 beneficiaries; more than 90% of the projects have activated at least one traineeship program; around 50% of the SPRAR projects housing insertions in a total of 2 600 apartments spread across the territory.

This system presents a number of critical points: among all, the overcrowding of reception centres, the long waiting times for the assessment of asylum requests and the fact that legal assistance is not systematically provided. Moreover, the programmes need better networking with local welfare systems, authorities, and better collaboration between the relevant stakeholders. Among the proposals made for improvement: the creation of humanitarian corridors, the reopening of legal entry for people migrating for work purposes, the repeal of the crime of illegal immigration.

Some of these proposals are in open contrast with the most recent Italian legislation in the matter of immigration, which is the Law Decree no. 13 (later converted with amendments into Law no. 46), also known as the Minniti-Orlando Decree, aimed at contrasting illegal immigration. The decree has a strong orientation towards security, as it empowers and increases the mandate for immigration detention, expulsion as well as it reduces the chances of eligibility and the right to defence for asylum seekers.

In this framework, we can underline some major causes for marginalisation: first of all, the uncertainty and unstableness of personal conditions for migrants and refugees, due to the process of their asylum or refugee request cases, does not allow them to resettle properly in the new society; secondly, housing insecurity plays a major role as well. In the absence of a friendly or family network of reference, immigrants tend to pour into large metropolitan cities in search of makeshift accommodation: in the cities of Rome, Milan and Turin, the number of beneficiaries of international protection who are hosted in reception centres for the homeless or in emergency accommodation is increasing, as is that of those who find themselves in situations of housing occupation. The risk of entering into a "vicious circle of marginality" is very high in forced migrants. Many refugees also tend to accept difficult and disadvantageous conditions, in order to satisfy their essential needs in the short term, perpetuating the

condition of marginality in which they live. This, as we will see, leads to a precariousness that drags on for several years.

### **Programmes/Projects**

- Programma Integra

Programma Integra is a social cooperative society whose aim is to activate and support the processes of social integration of migrants and refugees in order to promote the initiation of sustainable and lasting autonomy paths and contribute to the well-being and development of the community. They offer social and legal assistance, work orientation, individual, group and counselling courses, Italian language and professional training courses, linguistic and cultural mediation services, social mediation in the housing sector and support for self-employment.

The interventions are handled by a team of social professionals who, with a modular and integrated methodology, identify for each recipient a personalized set of services and accompany him in his path of social autonomy. They also offer to social professionals training and refresher courses, information services also through in-depth sessions on the website, organizes seminars and workshops, promotes and implements research activities and exchange of good practices, and to local administration technical assistance for the design, management, monitoring and reporting of innovative social inclusion interventions for migrants and refugees.

- DIMICOME – Diversity Management e Integrazione Competenze dei Migranti nel mercato del lavoro

The project, coordinated by the Fondazione Casa di Carità Arti e Mestieri Onlus and financed by the Fondo Asilo, Migrazione e Integrazione (FAMI) 2014-2020, aims to promote the economic integration of migrants through the enhancement of their peculiarities and skills, maximizing their positive impact on business competitiveness. The actions are implemented in 5 Italian regions (Puglia, Veneto, Piedmont, Lombardy, Emilia Romagna) and involve 5 foreign member bodies (in Denmark, France, Germany, Spain and Hungary).

Specifically, the project foresees the development of 3 Workpackages: WP1 defines guidelines for the sensitization/training of different stakeholders on business strategies for the valorisation of immigrants and provides training to 35 companies; WP2, through a multi-stakeholder methodology based on discussion tables and workshops for the exchange of experiences, aims to identify the strengths / weaknesses of methodologies for the identification and evaluation of soft skills of migrants and provides immigrants with a portfolio of soft skills; WP3 disseminates results and outputs through awareness-raising seminars, a final conference and a web page.

### **Conclusions**

Overall, the policies for integration in Italy are carried out between lights and shadows, and there is still much work to do to avoid and repeal marginalisation. The main steps are already set and summarised in the Operational Guidelines for Integration issued by the Italian Ministry of Interior: integration must be aimed at the development of personal autonomy, it requires awareness and information and must be focused on people with greater vulnerability. What seems more necessary in our vision, besides the need to rethink migration policies not only at the domestic, but also at the European level, in order to adapt them to the evolving

## **RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES**

international context, is a greater effort on education and building a sense of inclusive community, with specific programs and projects addressing both national population and migrants and refugees. Our future foresees a more and more multicultural society and we cannot be unable to repeal the marginalisation of sensitive individuals and groups.

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

### Best Practice No. 1 – National

<b>Project Title</b>
Ti vedo, ti sento, ti parlo – III edizione
<b>When</b>
March-December 2018
<b>Where</b>
Sassari, Olbia, Tempio Pausania, Nuoro (Italy)
<b>Who</b>
Mine Vaganti NGO, MV International
<b>Website</b>
<a href="https://minevaganti.org/it/8x1000-valdese-ti-vedo-ti-sento-ti-parlo-3/">https://minevaganti.org/it/8x1000-valdese-ti-vedo-ti-sento-ti-parlo-3/</a>
<b>Contacts</b>
<a href="mailto:info@minevaganti.org">info@minevaganti.org</a>
<b>Stakeholders of the project</b>
Partners: Scuola Paritaria Pitagora di Sassari; ITCG Attilio Deffenu di Olbia; Liceo Artistico Statale Fabrizio de Andrè di Tempio Pausania; IIS Amsicora di Olbia: IPAA (Istituto Professionale per l'agricoltura e l'ambiente) e IPIA (Istituto Professionale Industria e Artigianato).
<b>Beneficiaries</b>
300 beneficiaries: young people, locals and migrants, 15-30 yo.
<b>Financing</b>
16.145 € 8x1000 Chiesa Valdese
<b>Description</b>
The previous editions of the project set out to counteract the widespread mentality of prejudices and stereotypes that often characterizes local citizens, frequently belonging to youth categories, and to initiate pathways of integration and social inclusion of immigrants.

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The 3rd edition intends to continue and integrate the important path developed with previous editions of the project, while at the same time integrating the educational dimension of Education Through Sport (ETS).

Project phases were 3:

Phase 1: preparatory activities. Courses lasting 6 days in the 3 cities involved, with the aim of transferring knowledge and instruments to favour intercultural dialogue by means of Education Through Sport and Non Formal Education.

Phase 2- Implementation of 20 workshops of 1:30 hours each in the educational institutions partner of the project with the aim of sensitizing Young students on the topic of cultural integration. 6 workshops will be focused on ETS, with the other 6 dedicated to NFE. There will be produced videos, comics, art products and a Manual for Young Promoters of Integration through NFE and ETS.

Phase 3- Dissemination through a Final Event (Let's Pass the Ball) in order to maximize impact on the local reality and elaborate Future follow-up schemes with the actors involved.

### Objectives

The project aimed at promoting cultural integration and social inclusion among the local population and migrants, particularly by addressing stereotypes and prejudice.

Raise public awareness for a more cohesive, inclusive and supportive society by leveraging the educational and aggregative potential of sport, through the values conveyed by the ETS methodology.

### Results achieved

Outputs: a guide of good practices in social inclusion through sport for migrants in Sardinia; A photo story in digital format; a Facebook group and a Youtube channel for dissemination of the project and for sharing materials and tools of NFE/ETS.

### Innovation

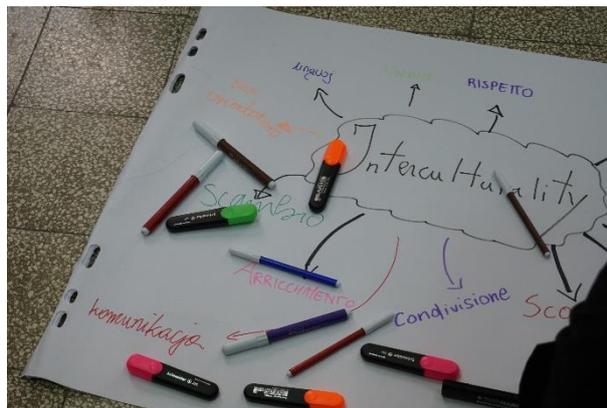
Through the activities of the project, trainers and facilitators transferred the key competences in NFE and ETS for the purpose of social inclusion not only to youngsters, but also to the teachers working in the partner high schools, so that they could employ the methodology themselves in the future.

### Impact

The project allowed to raise awareness among young students and started building a path for social inclusion of migrants and refugees. The methodology of Education through Sports proved to be successful for this purpose. It was also possible to move towards the creation of a solid partnership network of local stakeholders sharing common objectives, tightening the relations already established during the previous editions of the project.

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### Pictures



### Best Practice No. 2 – National

<b>Project Title</b>
FIRST AID SPORT
<b>When</b>
2017/2018
<b>Where</b>
Roma, Napoli, Milano
<b>Who</b>
Sport Senza Frontiere
<b>Website</b>
<a href="http://www.sportsenzafrontiere.it/progetti/first-aid-sport/">http://www.sportsenzafrontiere.it/progetti/first-aid-sport/</a> <a href="https://www.piuculture.it/2018/06/first-aid-sport-per-i-ragazzi-rifugiati-e-richiedenti-asilo/">https://www.piuculture.it/2018/06/first-aid-sport-per-i-ragazzi-rifugiati-e-richiedenti-asilo/</a>
<b>Stakeholders of the project</b>
Sport Senza Frontiere ONLUS; UNHCR (United Nations High Commissioner for Refugees)
<b>Beneficiaries</b>
75 refugees between 14 and 26 years (the group also includes 21 minors and 4 women). 13 sports organizations

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

<b>Description</b>
<p>Sport Senza Frontiere has been operating for years through its own model of intervention that guarantees the continuity and permanence of the child/young adult in the sports/educational path in which it has been inserted. In order for sports activity to become a real tool for change, it is important to follow young people closely, ensure that their participation is constant and verify the results.</p> <p>The sports practiced include karate, football, basketball, athletics / running, duathlon, volleyball, basketball, judo, boxing, badminton and swimming.</p>
<b>Objectives</b>
<p>The aim of the project is to reduce the isolation of young asylum seekers and refugees, their low expectations for the future, possible relational difficulties, possible motor and coordination difficulties and psycho-physical illnesses due to traumatic experiences.</p>
<b>Results achieved</b>
<p>For these young people who live in large centres, often isolated and far from the local population, practicing a sport activity is really of great help for many reasons: improving relationships, feeling more integrated, measuring oneself against one's own abilities, recovering one's self-esteem. The photos of Pulice, accompanied by summaries of the stories of the individual children, show just this, how the sport practiced together, helps to regain possession of their bodies, and how to breathe in the open air in a serene and protected, is essential to recover the most basic aspects of life.</p>
<b>Innovation</b>
<p>Sport can help these children to regain their confidence and increase their chances of integration into society. The intervention model foresees, after the insertion, a constant monitoring by specialized Onlus staff, with the supervision of a staff of psychologists. Monitoring forms are also filled in to record progress and changes. The children also undergo medical examinations before starting their sporting activity. This model of intervention, which has given excellent results over the years, on children followed by the non-profit organization, is also applied to children of First Aid Sport.</p>
<b>Testimonials</b>
<p><sup>1</sup>Michela Santoro is a psychologist and coordinator of 'First Aid Sport'. She tells us what it means to request political asylum from a refugee: "When a boy arrives in Italy, in Lampedusa or in other reception camps, he must legalize his position with a request for asylum. To get an answer, since the file is analysed and the application submitted to the Police Headquarters, more or less two years elapse during which the people concerned can not have a residence permit and therefore can not work. They are thus in a sort of limbo,</p>

passing through various reception centres (Sprar) of various sizes. Some welcome hundreds of guests, while others are smaller and offer a more familiar dimension of life".

Practicing sports for these children can be of great help, not only to use their free time constructively, but because through sport they can improve their relationships, feel more integrated, measure themselves against their abilities, practice the language, recover self-esteem, take care of their person. At the Miguel's Run that took place in Rome on 21 January last, we met four of the boys followed by 'First Aid Sport': two come from Gambia, one from Mali and one from Nigeria. They are as young and beautiful as the Olympic champions we admire in international athletics competitions. They put in our country all the hopes and energy necessary to start again in a path made of dignity, respect and legality, the same reasons lost in their lands devastated by civil wars, corruption and hunger.

Sulayman (24 years old, Gambia). Status: asylum seeker

"I'm from Gambia, I've been in Italy for three years and I've learned your language so as not to be behind. I also speak English because I had a diploma at home. I escaped for reasons related to the civil war and I made an endless journey through Mauritania, Algeria, Morocco. When I arrived in Libya, I spent eight months in the reception centre, which was practically a prison and where I suffered violence. Then they sold me as a slave. I managed to escape and with a boat I arrived in Lampedusa. In Gambia I left my two sisters and my mother. Here I got my eighth-grade diploma, and I'm doing the pizzaiolo course and with Sport Senza Frontiere Onlus I'm doing athletics. I love running..."

Henri (21 years old, Nigeria). Status: asylum seeker.

Henri wants to talk and run, he has a white Sport without Borders jersey and the bib of Miguel's Race that shows as if it were a medal.

"I have been in your country since 2016, I have escaped because of persecution by Jihadist groups against us Christians. Henri's mother died in an attack in 2014, on Christmas Eve. Immediately afterwards, Henri escaped. He travelled for a long time without a precise destination. He arrived in Libya and spent about a year in the reception/detention centre. Where he was discriminated against because he was "black". Migrants are very often put in these prisons to ask for ransoms from their families of origin, but he had no one and therefore risked remaining there forgotten and hopeless. After several rapes, a policeman took pity on him and helped him to flee to a boat that brought him here in Italy where he graduated from the eighth grade. Every Tuesday and Saturday he volunteers in a centre that takes care of homeless people. With Sport without Borders he plays football and is one of the strongest: "I was also playing in Nigeria".

While Henri is talking to us, two younger boys are listening with looks that make them uncomfortable: every uncertainty and suffering experienced by so fragile souls has left an indelible mark in their eyes.

Mamadou (17 years old, Mali). Status: unaccompanied foreign minor.

He left Mali in 2016 (his family is still there) and arrived in Italy two months ago. A minor, he lives in a family home. He doesn't like to tell the story of his journey and the reasons that led him to flee. He is studying Italian and for his secondary school diploma. He is a boxer and sport is helping him a lot not only from a physical point of view but also because

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

during training he is forced to practice with the Italian language. Mamadou told us that thanks to boxing he is learning how to manage emotion.

Mamadou (15 years old, Gambia). Status: asylum seeker.

Mamadou left Gambia at thirteen and has been in Italy for two years. He arrived with his passport and so he was able to start immediately the practice of applying for asylum, without having to wait for the majority of the time.

### Pictures



### Best Practice No. 3 - International

Project Title
PLAY FOR HUMAN RIGHTS
When
01-02-2018 - End: 30-09-2018
Where
Italy, Serbia, Ukraine, Croatia, Cyprus and Spain
Who
Sfera 66 Italy
Website
<a href="https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2017-3-IT03-KA105-012704">https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2017-3-IT03-KA105-012704</a> <a href="https://www.salto-youth.net/tools/european-training-calendar/training/tc-play-for-human-rights.7215">https://www.salto-youth.net/tools/european-training-calendar/training/tc-play-for-human-rights.7215</a> <a href="https://www.facebook.com/sfera66/">https://www.facebook.com/sfera66/</a>

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

<b>Contacts</b>
<a href="mailto:sferaitaly@gmail.com">sferaitaly@gmail.com</a> <a href="http://www.facebook.com/sferaitaly">www.facebook.com/sferaitaly</a> Fabio Capuano: 3339745919 Gennaro Scotto di Clemente: 3317298983 Via Cappella 165 80070 – Monte di Procida (NA)
<b>Stakeholders of the project</b>
SFERA Srbija, Vzajemopomich, Hrvatsko drustvo za Ujedinjene narode, ROOFTOP THEATRE LIMITED, AFADIN -Actividad Fisica Adaptada para el Desarrollo Integral
<b>Beneficiaries (max 700 characters spaces included):</b> <i>Which target group was involved</i>
Youth workers, Youth leaders
<b>Financing (max 300 characters spaces included):</b> <i>Budget and Program which financed the project</i>
Erasmus+ EU Grant: 21853 EUR
<b>Description (max 5000 characters spaces included):</b> <i>Summary of the practice / project (please specify the activities and methodologies implemented)</i>
<p>The “Play for Human Rights!” project will provide a safe space for the young coaches from different conflict stricken regions or regions of refugee crisis to learn together about human rights education, to share their experiences in facilitating grassroots sport for social inclusion with other young people and to build their capacity to engage and/or develop future conflict transformation and/or peacebuilding projects and initiatives.</p> <p>Aim - to create sustainable conditions for social inclusion problems resolving and level of social reconciliation increasing, relying on training and mentors support for grassroots sport &amp; HRE young coaches.</p> <p>Training module was held in Bacoli, Italy, from 21 May until 29 May 2018.</p> <p>Type of activity - Youth worker mobility.</p> <p>Working methods used - non-formal and informal methods such as exercises from the Council of Europe manuals (Compass, Have your say, Bookmarks, etc.), working in small groups, creative presentations, group discussions, learning by doing, debriefing, project management, reflection, etc.</p> <p>The sessions included team building activities centred on sport for human rights. We learned that by using sports as a safe tool for inclusion, we can promote fairness, equality, tolerance.</p> <p>During the project the participants raised awareness and improved their basic competencies (knowledge, skills and attitude) in human rights education, peacebuilding, intercultural</p>

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

learning and dialogue; they also revised and strengthened the professional profile of their teaching professions.

The local impact to be ensured, through the implementation of public festivals of grassroots sport and HRE from one side and participants from the other side who are become multipliers and peer leaders in peacebuilding activities in their local communities.

Collection of exercises & tips that includes social and sports games with solutions, for public festivals of grassroots sport & HRE produced during the project will create impact not only participating organisation, thanks to dissemination activities to bigger international audience.

This will create positive impact on resolving youth problems in the regions of participating

### **Objectives**

To provide educational and mentors support for grassroots sport & HRE young coaches;

To develop awareness and basic competences (knowledge, skills and attitude) of participants in human rights education, peacebuilding, intercultural learning and dialogue;

To enable participants to share personal successful sport & social practices and coping strategies in a positive and safe atmosphere of living and learning together;

To increase project management skills of participants;

To motivate and support participants in their role as multipliers and peer leaders in peacebuilding activities using grassroots sport & HRE with young people, encouraging them to implement follow-up initiatives;

To launch an international network of grassroots sport & HRE young coaches;

To develop a collection of exercises & tips that includes social and sports games with solutions, for public festivals of grassroots sport & HRE;

To revise and strengthen the professional profile of the teaching professions;

To promote voluntary activities in sport, together with social inclusion, equal opportunities and awareness of the importance of health-enhancing physical activity, through increased participation in, and equal access to sport for all.

### **Innovation**

Nowadays, representatives of the youth or social sport workers, athletes, physical education teachers or active citizens who already use grassroots sport in their voluntary work become true carriers of the peacebuilding potential in their communities.

That`s why it is very important to facilitate their acquiring of key competencies in all levels of human rights education in order to make their activities more attractive and efficient. In order to reach objectives of the project will be organized training module of grassroots sport involving and human rights education providing for acting youth workers with follow-up period including mentors support before and after training stage.



**Best Practice No. 4 - International**

<b>Project Title</b>
So.Net – Solidarity Network for sport and young migrants
<b>When</b>
01-01-2018 - End: 30-06-2019
<b>Where</b>
Italy, Greece, Slovenia
<b>Who</b>
ASSOCIAZIONE SPORTIVA G. VERGA
<b>Website</b>
<a href="http://www.sonetproject.eu/chi-siamo/">http://www.sonetproject.eu/chi-siamo/</a> <a href="https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/590370-EPP-1-2017-1-IT-SPO-SSCP">https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/590370-EPP-1-2017-1-IT-SPO-SSCP</a> <a href="https://www.facebook.com/sonetproject/">https://www.facebook.com/sonetproject/</a>
<b>Contacts</b>
ASSOCIAZIONE SPORTIVA G VERGA VIA IMPERATORE FEDERICO 49 90100 PALERMO Extra-Regio NUTS 2 <a href="http://www.androsbasketpalermo.it">http://www.androsbasketpalermo.it</a>
<b>Stakeholders of the project</b>

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

Euromed Carrefour Sicilia (Italy) University of Thessaly, Department of Physical Education and Sport Science (Greece) Cezam centre for youth Ruše (Slovenia)
<b>Beneficiaries</b>
Migrant minors, sport organizations
<b>Financing</b>
Erasmus+ EU Grant: 34190 EUR
<b>Description</b>
<p>"So.Net. – Solidarity Network for sport and young migrants" is a project approved inside the Erasmus+ – Sport programme and it is co-financed by European Commission. The project addresses the objective above and the European policy on Sport and migrants, because it wants to highlight the values inside sport, create communities of people working together for integration and inclusion of migrant minors, fighting against xenophobia and racism, give the possibility to small sport organisations to share and promote their initiatives, good practices and ask for suggestions thanks to the network.</p> <p>To achieve our objectives we planned the following kind of activities: a survey to migrant minors to know their desires about sport, problems and obstacles; creation of a network of sport clubs available to start new strategies to involve migrant minors in their activities finding solution to problems concerning culture, society and economic condition. A website will promote the network in order to make visible and accessible the sport organisations members to migrant minors and their families. We planned three transnational meetings in February 2018 in Greece, October 2018 in Slovenia, in May 2019 in Italy.</p> <p>After the first step of organization between partners the So. Net. Project has started.</p> <p>The project, coordinated by A.S.D. G. Verga with the partners Euromed Carrefour Sicilia – Europe Direct, University of Thessaly – Department of Physical Education and Sport Science, CEZAM – centre for youth RUŠE aims to create a European network of associations, clubs, and organizations available to promote sports between youth migrants.</p> <p>We had our first information days managed in a local level, with the aim to inform about the goals of the Solidarity Network for sport and young migrants.</p> <p>The Slovenian team of Javnizavodcenterzamlade – CEZAM hosted the second transnational meeting of the So.Net. project, co-funded by Erasmus+ Programme of European Union, and realized by project coordinator A.S. G. Verga Palermo with Euromed Carrefour Sicilia, School of Physical Education and Sport Science, University of Thessaly, Javnizavodcenterzamlade – CEZAM as partners.</p> <p>The meeting took place from November 29th to December 1st all over Slovenia, discovering the country and his cities (Maribor, Bled, Ljubjana) and his approach with migrants. The first activity was the working meeting at Mercure Hotel, Maribor: subject of the morning session was basically the presentation of the results of the survey conducted in each country</p>

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

about the migrants' access to sports. Every team presented their sample and offered a good point of view of the results that opened everyone's eyes about the context in each country. Then the meeting addressed about the interaction with sports clubs, to create the local network to make easier migrants' sport access. In the end, the dates of the next info-days and events and themes related to the dissemination of So.Net. were discussed by the partners.

After the meeting the Slovenian partners took the group to a Maribor Elementary School to see an example of best practice: the football match between students of the school (a local team and a team of migrants), an entertaining and pleasant moment with kids. The visiting teams also looked around the school, to satisfy every curiosity about the education system in Slovenia.

Two other examples of best practices took place in the afternoon, when the team travelled to "Branik Maribor City Center", the local Olympic swimming pool, a very organized and always renovating venue with many different-sized pools and a very structured system to educate youngsters to swim. Then they moved to Ruše to visit the CEZAM Ruše Sport Park: the center hosts a great number of activities, as gym, swimming pool, bowling and also an ice-skating area, a polyvalent sport court and a skate park.

The next day the Slovenian and Italian teams moved to Ljubljana for a study visit to the Government Office for Assistance to Migrants. The employees of the center showed the practice of first assistance to migrants and their integration, with a further presentation of the activities planned for minors. A very insightful moment about the procedures that Slovenian government follow with migrants.

### Objectives

The project aims to create an easy access to sport for migrant minors (with family and unaccompanied), involving sport clubs and organization in joining local and European networks, to find common ways to involve migrant minors in their activities with special programmes, special or free costs.

### Results achieved

Results for this project are not yet available. They might become available after the project's end date.

### Innovation

Sport has a great social and inclusive power, we see this everyday playing and working with youngsters in our territories, but we know that it's not so easy for young migrants playing sports, especially sports expensive and they don't know how to find organisations practicing programmes and activities for inclusion. We want to involve and promote the project through organisations, expert, professionals and volunteers, to create a good practices to exchange with other states in Europe, for this reason implementing a European project is necessary to compare situations, problems and good solutions, to share and discuss on a problem that, at this moment, concerns all the member states.

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES



### Best Practice No. 5 - International

<b>Project Title</b>
SPORT WELCOMES REFUGEES - SOCIAL INCLUSION OF NEWLY ARRIVED MIGRANTS IN AND THROUGH SPORT
<b>When</b>
Start date: 01-01-2017 – End date: 31-12-2018
<b>Where</b>
Austria, Italy, Greece, Hungary, Portugal, Finland, Ireland and Germany
<b>Who</b>
FONDS WIENER INSTITUT FUR INTERNATIONALEN DIALOG UND ZUSAMMENARBEIT
<b>Website</b>
<a href="https://sportinclusion.net/">https://sportinclusion.net/</a>
<b>Contacts</b>
MOLLWALDPLATZ 5-3 1040 WIEN Wien <a href="http://www.vidc.org">http://www.vidc.org</a>
<b>Stakeholders of the project</b>

<p>FAROS          MAHATMA GANDI EGYESULET          SINDICATO DOS JOGADORES PROFISSIONAIS DE FUTEBOL          LIIKUNTAA YA KULTTUURIA KANSAINVALISESTI LIIKKUKAA RY          UNIONE ITALIANA SPORT PER TUTTI          CUMANN PEILE NA H-EIREANN FOOTBALL ASSOCIATION OF IRELAND          CAMINO - WERKSTATT FUR FORTBILDUNG, PRAXISBEGLEITUNG UND FORSCHUNG IM SOZIALEN BEREICH GGMBH</p>
<b>Beneficiaries</b>
newly arrived migrants and refugees
<b>Financing</b>
359.000 EUR
<b>Description</b>
<p>The overall objective of the project "Sport Welcomes Refugees – Social inclusion of newly arrived migrants in and through sport" was to enhance the social inclusion and participation of newly arrived migrants on different levels of sport through training, awareness-raising and capacity-building of sport stakeholders. Measures included the Development of Quality Criteria and Good Practice (1), Training and Qualification of Sport Educators and Clubs (2), Campaigning and Raising Public Awareness (3), Capacity building of Sport Initiatives with newly arrived Migrants (4) and European Networking and Policy Development (5).          Background: In 2015, more than 1.2 Million first time asylum seekers applied for international protection in the EU. Civil society was welcoming those who fled the civil wars. However, the refugees crossing into Europe also sparked a European crisis: Mass media and politicians call for an end of the "Culture of Welcoming Refugees" and attacks on refugee centres are on a rise. Against this backdrop, the sport movement, who provide sport and leisure activities to the newly arrived migrants engage need support, capacity-building and training to cope with the new realities. Sport initiatives feel left alone, since the public sector and the mainstream sport structure only lend limited support. The SWR project is addressing this gap.</p>
<b>Objectives</b>
<p>The project was designed to achieve the following specific objectives: • Facilitate grass-roots sports participation of refugees, asylum seekers and other migrants • To generate evidence-based knowledge about the needs of sport organisations and sport multipliers • To develop a European framework for quality criteria regarding inclusion of refugees and migrants in sport clubs • To capacity-build and empower migrants and refugee initiatives to</p>

challenge exclusion and discrimination and harness the role of migrants as volunteers in sport clubs • Develop educational tools and raise awareness among sport stakeholders.

### Results achieved

#### 1. Good Practice Guide

The Good Practice Guide brochure look at various stakeholders in the seven partner countries plus UK and present the most promising good practice examples. It is a tool for awareness raising and generating public support for the integration agenda among sport stakeholders. Based on the good practice examples quality criteria and concluding recommendations will be made.

#### 2. Train the Trainers Workshops

In May 2011 UISP hosted in Bologna a two-days European workshop which trained two trainers of each partner organisation.

#### 3. Inclusion Workshops for Sport Clubs & Associations.

Each partner organised two Inclusion Workshops in their respective countries. One targeted the key staff or members of the football association or a professional football club and the second a non-football sport association or club.

#### 4. Football Refugee Day

The UN World Refugee Day is observed on June 20th each year. This event honours the courage, strength and determination of women, men and children who are forced to flee their homeland under threat of persecution, conflict and violence. To mark the World Refugee Day all project partners organised a public event with refugee football teams.

#### 5. European Conference: Sport & Integration – Challenging social exclusion in and through sport

In September 2011 a networking conference took place in Vienna. The two-days event brought together sport and integration experts and migrant activists to discuss with sport stakeholders and policy makers current challenges, exchange best practices and devise future priorities.

#### 6. European Seminar: Involving young immigrants in winter sports

In January 2012 youth coaches and other multipliers were invited for a seminar during the first Winter Youth Olympic Games (WYOG) in Innsbruck. The seminar was one of the first meetings focusing on winter sports and the question of exclusion of traditional immigrant communities. It touched on questions of stereotypes and how sport organisation can involve young talents from migrant communities.

### Innovation

Attended by 46 participants, the multipliers' seminar was the first of its kind in Europe to address the issue of minority involvement in winter sport and the question of the exclusion of traditional immigrant communities, with a focus on the Alpine region and Scandinavia. It touched on questions of stereotypes and how winter sports can attract and recruit young

talents from migrant communities. It is very common to hear and see the involvement of minorities and people with migration backgrounds in summer sport especially football – albeit accompanying exclusion and discriminatory problems. The story is different when it comes to winter sport. This is the case at hobby, amateur and professional levels.

The seminar took place a day before the opening of the maiden Winter Youth Olympic Games (WYOG) 2012 in Innsbruck. The intention was to use this window of opportunity to discuss the issue of the under-representation and absence of immigrants in some of the traditional winter sports and the uniting, intercultural power of sports.

Among others, the main objective of the seminar was raising awareness on the problems of exclusion and ethnic discrimination in European sport and foster equal rights in sport. It is also supposed to promote dialogue between various sport institutions and federations, migrant sport organisations and public authorities in order to make full use of the potential integrative and intercultural power of winter sports for young migrants and ethnic minorities. And finally, to make mainstream sport institutions (clubs, associations, federations) more accessible and open to the needs and aspirations of young members of migrant communities.

### Pictures



### Italy - Centro Per Lo Sviluppo Creativo Danilo Dolci

#### Introduction

In Italy, absolute poverty, i.e. the condition in which a family, in one month, is able to sustain an expenditure equal to or less than that barely sufficient to buy the goods and services considered essential, in 2016 concerned 1.619 million, in 2017 1.778 million; compared to 2016, absolute poverty has increased in terms of both families and individuals. Often young adults suffer from a phenomenon that afflicts Italy, namely social immobility. Italy is queuing up among the industrialized countries for social mobility: from one generation to the next, children inherit not only (any) family assets, but also education, employment and income.

The idea of social mobility is generally associated with the idea of equal opportunities. A more mobile society is a society in which even those who start from a relatively disadvantaged condition have the possibility to emerge; therefore, it is considered a fairer society. Social immobility, in fact, is an aggravating factor that paralyses the new generations in social classes that are dramatically stagnant the rich who are always richer, the poor who are always poorer. The lower middle class of savers born from the economic boom (an economical rich period in the history of Italy, between the '50s and '60s of the twentieth century, therefore belonging to the second post-war Italian) who hardly see their children unable to reach a higher level of well-being or, worse still, flee abroad in search of attention and gratification, even before a wage.

#### Context

The national context in which young people live in Italy is worrying, due to several factors. First, Early School-Leaving (ESL) remains a challenge for the Italian education system. From 2008 – when the rate was almost the 20% of Italians aged 18-24 classified as early leavers, the rate has decreased up to 2015 at 14.7%, which is one of the highest rates in the European Union (EU average: 11%). Moreover, there are substantial differences in early school-leaving rates across regions in Italy, with 2015 rates ranging from as low as 6.9% to as high as 24.3%. Educational poverty is a complex phenomenon, it is not easy to measure it briefly. Educational poverty concerns different dimensions (cultural and educational opportunities, social relations, training activities) which must be kept in relation to each other.

The OCSE-Pisa data (May 2018) elaborated by the University of Tor Vergata for Save the Children show us how the children of the poorest families have much lower results in reading and mathematics than their peers. Twenty-four percent of children from the most disadvantaged families do not reach the minimum skills in mathematics and reading, compared to 5% of those living in wealthy families. This is a negative phenomenon, because it leads to economic, educational, cultural and social inequalities being passed down from parents to children. This percentage falls to 26% among the young people in the lowest quartile. Further data help us to contextualize the lack of educational, cultural and sporting opportunities among children: 53% did not read books the previous year, 43% did not practice sports and 55% did not visit museums or exhibitions.

A worrying fact is also the participation of children in activities such as sports, reading, visits to monuments, museums, and exhibitions, theatrical and musical performances. For example, 77.9% and 79.5% of children aged 6-17 in Campania, Molise respectively did not attend a

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

theatre performance. Also, in Campania, 69.3% of children, and adolescents did not visit a museum or exhibition. This percentage rises to 69.8% in Puglia and 71.2% in Sicily and 78.2 in Calabria. More than 70% of minors from the South and the Islands did not go to a classical music concert. Percentage that reaches 82.2% in Sicily. In Campania (66.2%), Calabria (57.6%) and Sicily (63.9%), in addition, half of children and over have not practiced sport continuously.

Finally, about two thirds of minors did not read books: Abruzzo 60.9%, Basilicata 63.1%, Calabria 65%, Campania 69.1%, Molise 56%, Apulia 61.8%, and Sicily 63.3%. The regions where the educational offer for children and adolescents is greatest are all located in the North:

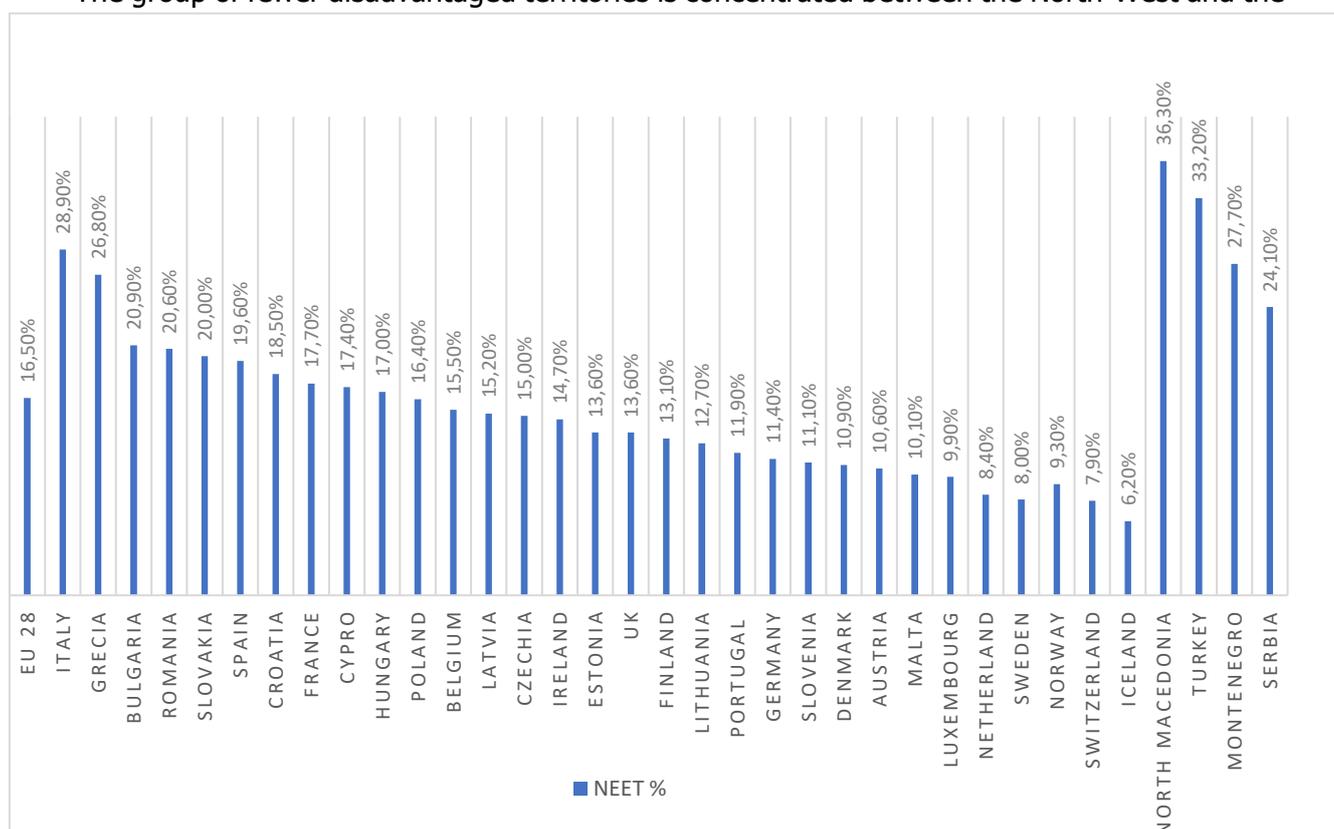
Friuli Venezia Giulia, Lombardy, Piedmont and Emilia Romagna.

Temporary employment contracts, NEETS, working poor, that are some of the phenomena that afflict older young people who often even if they graduated or do not know what to do and live in a midpoint without prospects. Furthermore, the work is not enough for young people, in particular, the downward shift in wages, in the absence of minimum wages in Italy, indicates even more markedly the separation that is taking place between the fate of workers and the long-term sustainability of welfare systems.

### - Statistics

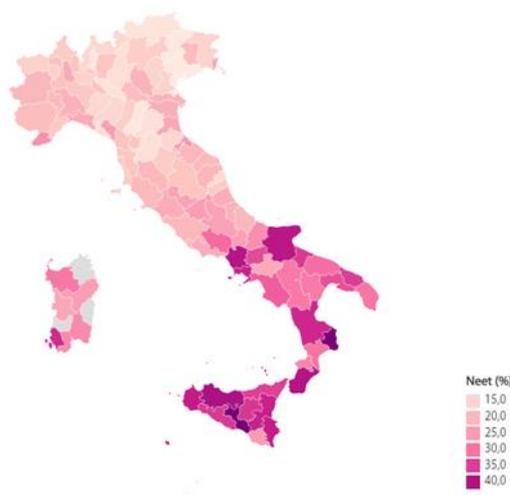
Italy has the highest rate of NEETS (Not in Education, Employment or Training) in Europe, and according ISTAT data of 2017 it is clear that there is a substantial difference between the north and south of Italy.

The distance between Southern Italy and the rest of the country has increased over the years: The group of fewer disadvantaged territories is concentrated between the North-West and the



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Northeast but also includes some provinces of the Centre, such as Pisa, Siena, and Ancona. According to ISTAT data from 2018, if we compare the percentage of some of the most populated regions, we can see the big difference between north and south. Emilia Romagna 15.4%, Piedmont 17.7%, Lombardy 15.1% and Tuscany 16.2%, but the regions of the south with the highest rate are Sicily 38.6%, Calabria 36.2%, Campania 35.9% and Puglia 30.5%.



### Policies

The Youth Guarantee is the European Plan for combating youth unemployment. With this objective in mind, funding has been provided for Member States with unemployment rates above 25%, which will be invested in active policies of guidance, education and training and job placement, in support of young people who are not engaged in a job, nor in a school or training course (Neet - Not in Education, Employment or Training).

In Italy, it is started in 2014: in synergy with the European Recommendation of 2013, Italy has to guarantee to young people under 30 years of age a qualitatively valid offer of work, studies or apprenticeship, within 4 months since they finish to work or from the exit from the formal education system.

### Programmes/Projects

Some national projects can be taken as an example in the fight against marginalisation and NEETs phenomenon.

- Progetto NEETwork, di Fondazione Cariplo

*On Facebook to hook up the most fragile*

This project aims at using smart and informal communication to reach this target. It tries to activate internships and specially to do so quickly, avoiding dropouts and proposing, in case of an alternative to the internship.

- Progetto Crescere in digitale, Google

*Transforming Neets into digitizers for Italian companies*

The project wants to start from the skills of NEETS, i.e. young people of this era, with digital multimedia skills. Putting together two difficult phenomena for development, namely the lack of digitalization of companies and unemployment, we can give a mission to some young people that is to take the made in Italy and bring it into digital. Google offers the online course of 50 hours with its own resources, without reporting constraints compared to Youth Guarantee. It is a mix of university professors, Google colleagues (often Italians working abroad and who have provided their expertise for the country), and success stories of companies transformed. At the end of the course there is an online test and for some the chance to meet with local

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SMEs: there are 3,000 internships paid with Youth Guarantee, but in one year there are 77,000 young people who have enrolled in the platform and 7,000 have already completed the courses. 3700 companies have given availability for an internship.

- Lavoro di squadra, Action Aid

### *The sport that trains at work*

The methodological approach of this project is sport; it starts from the practice of sport to intercept but also to involve young people. "Sport is a tool for connecting, holding and motivating young people. I'm talking about sports at various levels, dance, football, martial arts, the idea is that sport has a democratic value of inclusion," explains Tiziano Blasi, Territorial Development Coordinator of ActionAid Italy. Can sports training be work training? Yes, and not only as a metaphor. "The course has a part of sports training plus a path of case management, empowerment, individual and group work, work orientation and individual and collective care. Training at work also means meeting the human resources managers of some companies, reviewing your CV, preparing for interviews ... all in a network with local players.

### **Conclusions**

Motivation, the pursuit of objectives and the exit from a stagnant and often dangerous situation for young people can only be achieved if accompanying and supporting measures are taken both in the life and work situation of the target groups. The challenge is to implement programmes that can start from the needs and difficulties, link education, training with non-formal activities that can involve as much as possible marginalized groups that often move further away, and it is difficult to intercept them. Italy has a serious problem of early school leaving, presence of NEETs and educational poverty that require innovative strategies to combat the phenomena. It is necessary to transmit to young adults the desire to participate, to feel that they are active citizens capable of making a change not only in their lives but also in the society in which they live.

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### Best Practice No. 1 - National

<b>Project Title</b>
Borgo Vecchio Factory
<b>When</b>
Ongoing
<b>Where</b>
Palermo - Borgo Vecchio is an ancient district of Palermo inhabited for the most part by families with serious economic difficulties. With an unemployment rate of 40%, a widespread illiteracy and an insufficient level of education, the neighbourhood lives a clear condition of social exclusion caused by lack of services and a high crime rate. One of the biggest problems on which the future of the neighbourhood depends is undoubtedly that of early school leaving.
<b>Who</b>
Per Esemplio ONLUS
<b>Website</b>
<a href="https://peresempionlus.org/progetti/borgo-vecchio-factory/">https://peresempionlus.org/progetti/borgo-vecchio-factory/</a>
<b>Contacts</b>
<b>Stakeholders of the project</b>
Per Esemplio Onlus Ema Jons ( Artist)
<b>Beneficiaries</b>
Family and young people of Borgo Vecchio
<b>Financing</b>
Crowdfunding Campaign
<b>Description</b>
In 2014, in parallel with the school support activities, the associations Arteca and Per Esemplio Onlus, together with the artist from Como Ema Jons, start a process of

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

redevelopment and embellishment of the neighbourhood through the creation of various murals and paintings that gradually begin to appear in the alleys and views of the neighbourhood.

The idea is to transpose the drawings, dreams, of the children of the neighbourhood themselves on the facades and walls of their own homes with the aim of activating a process of real participation and stimulate the idea of a possible re-appropriation of their spaces.

Within this panorama, in 2015, from the meeting between the associations For example Onlus and Push, was born BORGIO VECCHIO FACTORY, a crowdfunding project that aims to collect the sum necessary to bring many other artists from Italy and Europe and increase, the works of art and wall paintings that today represent that open-air museum that anyone can visit in the alleys of Borgo Vecchio.

The success of crowdfunding, which in less than 60 days has exceeded 130% of its intended objective, clearly finds its great impetus in the involvement of the entire community activated to make possible the dreams of those many children who tremble to give colour to their neighbourhood.

### Objectives

Social Inclusion, Fight Early School Leaving, Non-Formal Education

### Results achieved

The campaign reached its goal in just two weeks, getting the attention of local and national media and gathering the support of more than three hundred donors from more than fifteen countries around the world. In the following twenty days, other goals were reached to make the project even wider and more complete through the involvement of additional artists and the planning of the preparation of a final exhibition in the streets of the neighbourhood.

In 2015, an extension of the project called "StreetArt Factory" was selected among the finalists in CheFare3, the call that rewards the most interesting projects of cultural innovation in the national scene.

### Innovation

The crowdfunding campaign and its communication strategy are scalable to other contexts, not only closely related to the field of social promotion. From technological innovation to artistic projects, there are countless areas in which to develop a project with similar characteristics.

In addition, street art can also be declined within different places such as theatres, training centers or prisons, aiming to involve new actors such as associations, administrations, schools.

### Testimonials

<https://vimeo.com/154619291>

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

### Picture



### Best Practice No. 2 - National

Project Title
CARE – CREATIVITY AND REUSE FOR EMPOWERMENT
When
01/02/2015 – 31/01/2016
Where
<ul style="list-style-type: none"><li>• Italy</li><li>• Spain</li><li>• Portugal</li><li>• Sweden</li><li>• Greece</li><li>• Slovenia</li><li>• Latvia</li><li>• Romania</li><li>• Belgium</li><li>• France</li><li>• Bulgaria</li></ul>

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

<ul style="list-style-type: none"><li>• Croatia</li><li>• Poland</li><li>• Cyprus</li></ul>
<b>Who</b>
<ul style="list-style-type: none"><li>• Coordinator: CSC Danilo Dolci</li></ul>
<b>Website</b>
<a href="http://www.danilodolci.org">http://www.danilodolci.org</a>
<b>Contacts</b>
<a href="mailto:alberto.biondo@danilodolci.org">alberto.biondo@danilodolci.org</a>
<b>Stakeholders of the project</b>
<ul style="list-style-type: none"><li>• Asociación Iniciativa Internacional Joven (Spain)</li><li>• Pr'Animação – Associação de Animação Cultural (Portugal)</li><li>• Loesje Sverige (Sweden)</li><li>• INTER ALIA (Greece)</li><li>• Youthnet Hellas (Greece)</li><li>• Zavod NEFIKS (Slovenia)</li><li>• Biedriba Eurofortis (Latvia)</li><li>• Fundatia Professional (Romania)</li><li>• ARS for Progress of People (Belgium)</li><li>• EUROCIRCLE (France)</li><li>• SENATOR – Sdruzhenie Asotsiatsiya Senator (Bulgaria)</li><li>• Civic Values Foundation (Bulgaria)</li><li>• Drustvo arhitekata Varazdin (Croatia)</li><li>• FUNDACJA INSTYTUT ROZWOJU REGIONALNEGO (Poland)</li><li>• EDEX – EDUCATIONAL EXCELLENCE CORPORATION LIMITED (Cyprus)</li></ul>
<b>Beneficiaries</b>
Young people

<b>Financing</b>
DG EAC -Erasmus+ Programme, Key Action 1, Mobility project for young workers
<b>Description</b>
<p>The "Creativity And Reuse for Empowerment - CARE" Training Course has been implemented in the period of 9th-16th of May 2015. This 8-day TC brought together 30 participants – youth workers, youth advisors, project leaders, social artists working with young people – from 14 EU Countries – Spain, Portugal, Sweden, Greece, Slovenia, Latvia, Romania, Belgium, France, Bulgaria, Croatia, Poland, Cyprus and Italy. The training has been managed by 4 trainers in collaboration with 2 support staff.</p> <p>The CARE's idea has been developed on the basis of the concept of sustainable development as one of the key priorities of the EU. In the framework of the 2015 European Year of Development the sustainable development shall be based on 3 key dimensions, i.e. economic, social and environmental, and be built via bottom-up approaches involving population by promoting participation and active citizenship. However, taking into account a staggering statistic, those aims are far from being achieved. Even if EU 2020 Strategy fixes 20 million people out of social exclusion as a headline target, today more than 24% of the EU populace is at the risk of poverty and/or social exclusion. This situation seriously affects young people. To counterfeit this reality, the EU Youth Strategy points out the need for young people to develop as autonomous citizens, able to live independently, engage into civil society putting an emphasis on participation, non-formal and informal learning. In this vein, sustainability, creativity and inclusion are the key concept towards promotion of sustainable process.</p>
<b>Objectives</b>
<p>Backed up by those data, the objectives have been defined as follows:</p> <ul style="list-style-type: none"> <li>• to provide youth workers with new tools and skills to promote social inclusion in local communities;</li> <li>• to promote creativity as problem-solving approach and as tool to turn problems into opportunities, stimulating empowerment process;</li> <li>• to provide participants with practical skills in creative reuse and recycling as artistic educational activity to reach and involve young people;</li> <li>• to increase awareness about environmental issues and sustainable development;</li> <li>• to learn and exchange good practices on project's topics especially focusing on the reuse of abandoned spaces and on the development of urban social inclusion projects;</li> <li>• to enhance participants understanding of the role that youth work can have to bring positive social change in the society.</li> </ul>

<b>Results achieved</b>
<p>After implementation of the afore-mentioned activities, the following results have been achieved:</p> <ul style="list-style-type: none"><li>• Tools and skills provided to promote social inclusion in local communities;</li><li>• Practical skills in creative reuse and recycling as an artistic educational activity delivered;</li><li>• Good practices on the CARE's themes exchanged and the partnership established via "Public Group CARE" at the platform: <a href="http://capacity4dev.ec.europa.eu/care/">http://capacity4dev.ec.europa.eu/care/</a></li><li>• CARE Digital Brochure of the artistic recycled objects developed by the participants during the "Don't call it waste!" creative workshops: <a href="http://danilodolci.org/media/care-digital-brochure-web.pdf">http://danilodolci.org/media/care-digital-brochure-web.pdf</a></li><li>• Public Report, summarizing the results &amp; the best practices shared: <a href="http://danilodolci.org/media/CARE-public-report.pdf">http://danilodolci.org/media/CARE-public-report.pdf</a></li></ul>
<b>Innovation</b>
<ul style="list-style-type: none"><li>• Workshops on creative reuse</li><li>• Sessions on social exclusion/inclusion</li><li>• Artistic and creative activities</li><li>• Visits of local centres involved in creative reuse projects of abandoned and confiscated places</li><li>• Activities based on the Reciprocal Maieutical Approach (RMA)</li></ul>
<b>Impact</b>
<p>Thereof, the participants' professional and personal development triggered by the CARE TC gives a rise for their capacity to act as multi-players in the local communities. In this way impact on participants is to be simultaneously transmitted onto the level of partner organizations, as well as local, regional and European dimensions. The knowledge/skills/competences acquired by the participants are to be accommodated into their daily youth work vis-à-vis social inclusion, community development and environmental sustainability. Thus, the idea of long-term benefits of the project has been at the heart while delivering sessions and workshops to the participants in the form of ready-to-use methods for their youth and/or volunteer-based work</p>
<b>Pictures</b>

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES





Il Centro Sviluppo Creativo Danilo Dolci è felice di invitarvi agli eventi pubblici del progetto "CARE – Creativity And Reuse for Empowerment", un corso di formazione nell'ambito del Programma Erasmus+, Azione Chiave 1, finanziato con il supporto della Commissione Europea.

Il corso di formazione si terrà a Palermo dal 9 al 17 Maggio e coinvolgerà 30 operatori giovanili da 14 Paesi Europei. Tema di CARE è lo sviluppo sostenibile, la promozione del riciclo creativo e la rivitalizzazione di luoghi abbandonati attraverso arte e inclusione sociale.

I paesi coinvolti sono: Spagna, Portogallo, Svezia, Grecia, Slovenia, Lettonia, Romania, Belgio, Francia, Bulgaria, Croazia, Polonia, Cipro ed Italia.

Per ulteriori informazioni scrivete una email ad Anastasiia Doroshenko: [anastasiia.doroshenko@danilodolci.org](mailto:anastasiia.doroshenko@danilodolci.org)

**11 e 12 Maggio - Serate interculturali**  
**Convento di Baida, Via Al Convento di Baida, 43 - Palermo**  
 I partecipanti vi invitano a due serate speciali per conoscere altre culture, condividere cibo etnico, ascoltare musica e stare in buona compagnia.



**CENTRO SVILUPPO CREATIVO DANILLO DOLCI**  
 Via Roma, 94 - 90133 Palermo, Italia  
 Tel: +39 091 617 7252 / Fax: +39 091 623 0649  
[www.danilodolci.org](http://www.danilodolci.org)  
[info@danilodolci.org](mailto:info@danilodolci.org)  
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### Best Practice No. 3 - International

<b>Project Title</b>
CAREM – COLLABORATIVE ART-MAKING FOR REDUCING MARGINALIZATION
<b>When</b>
01/01/2012 – 30/11/2014
<b>Where</b>
<ul style="list-style-type: none"> <li>• Cyprus</li> <li>• Ireland</li> <li>• Germany</li> <li>• Italy</li> <li>• Greece</li> </ul>
<b>Who</b>
Project Coordinator: UNIC – University of Nicosia, Cyprus
<b>Website</b>
<a href="http://www.caremcomenius.org">www.caremcomenius.org</a>
<b>Stakeholders of the project</b>

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

<ul style="list-style-type: none"> <li>• Project Coordinator: UNIC – University of Nicosia, Cyprus</li> <li>• ULS – Universal Learning System, Ireland</li> <li>• ESTA – Bildungswerk, Germany</li> <li>• CSC – Centro per lo Sviluppo Creativo “Danilo Dolci”, Italy</li> <li>• PLT – Platon Schools, Greece</li> </ul>
<b>Beneficiaries</b>
Teachers of primary and lower secondary schools actively involved in the project.
<b>Financing</b>
DG EAC, Education and Training, Lifelong Learning Programme – Comenius Multilateral
<b>Description</b>
<p>CAREM is a project aiming at developing and disseminating good practices of teaching based on the <b>Collaborative art-making method</b> in order to foster intercultural education, reduce <b>social marginalization</b> and promote <b>European Citizenship</b> in the school contexts. The project provides for the development and trial of developing and testing educational activities, pedagogical materials and strategies based on making art in a participative and collaborative way.</p> <p>The activities are tested and adapted in each partner country, with the <b>collaboration of students and teachers of primary and lower secondary schools</b> actively involved in the project. In this framework, training for teachers are arranged and support material are provided to try out the new tools learnt during the training.</p>
<b>Objectives</b>
<ul style="list-style-type: none"> <li>• developing, testing, adapting and disseminating didactic works based on collaborative art: i. Encounters with Difference, ii. Marginalization reduction, iii. Promotion of Democratic European Citizenship;</li> <li>• supporting the development of innovative study programmes and employing new pedagogies and technologies;</li> <li>• providing good practices of teaching based on Collaborative art-making, for the three intervention areas of the project: i., ii., iii.;</li> <li>• training teachers to use, in classroom, new teaching methodologies based on Collaborative art-making;</li> <li>• implementing and disseminating didactic material among teachers and students of partner countries;</li> <li>• disseminating, at a European level, the good practices of teaching and the educational material developed</li> </ul>

<b>Results achieved</b>
<ul style="list-style-type: none"><li>- Educational material</li><li>- Booklet of CAREM's activities</li><li>- Didactic guide for teachers</li><li>- Training course</li></ul>
<b>Innovation</b>
<p>From the 17<sup>th</sup> to the 19<sup>th</sup> of November 2014 the Centre for Creative Development "Danilo Dolci" participated at the ICERI international conference (International Conference on Education, Research and Innovation) which took place in Seville (Spain) in the splendid Barcelò Conference Centre. The CSC presented CAREM project on Tuesday, November 18 at Dario Ferrante's oral presentation was inserted in the session "Cultural diversity and inclusive learning". The ICERI conference was a good opportunity to disseminate the CAREM project since the abstract and the paper on CAREM were published in official documents and the conference was attended by about 600 delegates from over 75 countries. This multicultural forum gave us the opportunity to meet old and new colleagues, learn from each other and "be part of the change in education". This 7<sup>th</sup> edition welcomed many ideas and thoughts on the world of education and new technologies that are changing the way of teaching around the world. The ICERI conference was also a great opportunity to network with leading universities and higher education institutions from many countries. CSC had the chance to take many contacts, especially with universities in South America and South Africa. In particular, we have made contacts with universities in Brazil, Colombia, Mexico. The project is a Comenius Multilateral CAREM which aims to develop and disseminate good teaching practices based on the use of collaborative art-making to promote intercultural education, reduce social exclusion and promote European citizenship within school contexts.</p>
<b>Pictures</b>
 

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

<b>Project Title</b>
POWER2YOUTH. A Comprehensive Approach to the Understanding of Youth Exclusion and the Prospects for Youth-led Change in the South and East Mediterranean.
<b>When</b>
March 2014 till May 2017.
<b>Where</b>
EU member states, Norway, Switzerland and South East Mediterranean (SEM).
<b>Who</b>
ISTITUTO AFFARI INTERNAZIONALI (Italy) UNIVERSITY OF DURHAM (UK) INSTITUT FRANCAIS DU PROCHE ORIENT (France) INSTITUT DE RECHERCHE INTERDISCIPLINAIRE SUR LES ENJEUX SOCIAUX (France) SCHOOL OF ORIENTAL AND AFRICAN STUDIES, University of London (UK) LEICESTER UNIVERSITY (UK) BIRZEIT UNIVERSITY (Palestine) FORSKNINGSSTIFTELSEN FAFO (Norway) UNIVERSITE DE GENEVE (Switzerland) ISTANBUL BILGI UNIVERSITESI (Turkey) THE AMERICAN UNIVERSITY IN CAIRO (Egypt) AMERICAN UNIVERSITY OF BEIRUT (Lebanon) UNIVERSITE MOHAMMED V-SOUISSI (Morocco) OBSERVATOIRE NATIONAL DE LA JEUNESSE (Tunisia)
<b>Website</b>
<a href="https://www.iai.it/en/ricerche/power2youth-freedom-dignity-and-justice">https://www.iai.it/en/ricerche/power2youth-freedom-dignity-and-justice</a>
<b>Stakeholders of the project</b>
Istituto Affari Internazionali (IAI)
<b>Beneficiaries</b>
Disadvantaged Youth
<b>Financing</b>
European Union's Seventh Framework Programme
<b>Description</b>
POWER2YOUTH is a research project aimed at offering a critical understanding of youth in the South East Mediterranean (SEM) region through a comprehensive interdisciplinary, multilevel and gender sensitive approach. By combining the economic, political and socio-cultural spheres and a macro (policy/institutional), meso (organizational) and micro (individual) level analysis, POWER2YOUTH explores the root causes and complex dynamics of the processes of youth exclusion and inclusion in the labour market and civic/political

life, while investigating the potentially transformative effect of youth collective and individual agency. The project has a cross-national comparative design with the case studies of Morocco, Tunisia, Egypt, Lebanon, Occupied Palestinian Territories and Turkey. POWER2YOUTH's participants are 13 research and academic institutions based in the EU member states, Norway, Switzerland and South East Mediterranean (SEM) countries. The project is mainly

funded under the European Union's 7th Framework Programme.

### Objectives

**POWER2YOUTH** aimed at offering a comprehensive multi-level, interdisciplinary and gender-sensitive approach to the understanding of youth in the SEM region with a cross-national comparative design (case studies of Morocco, Tunisia, Egypt, Lebanon, Occupied Palestinian Territories, and Turkey). In particular, it explored the root causes of youth exclusion at three different levels of analysis (macro, meso and micro), while also investigating the role of youth collective and individual agency in challenging different forms of power. To enlarge the comparative perspective, two experiences of socio-economic transformation in Europe (Ireland and Greece) and beyond (Brazil) are also examined.

### Results achieved

Work Packages.

- WP1 prepared the conceptual and methodological framework that informed the overall research project and research.
- WP2 analysed the MACRO institutional/policy factors of youth exclusion in the SEM country case studies.
- WP3 analysed the MESO organizational factors of youth exclusion and the prospects for youth collective transformative agency in the SEM country case studies.
- WP4 analysed the MICRO individual factors of youth exclusion and the prospects for youth individual transformative agency in the SEM country case studies.
- WP5 looked at other experiences of socio-economic transformation in Europe (Ireland and Greece) and in one extra-European case (Brazil), with a view to assessing their applicability and relevance for the challenges facing the SEM region in relation to youth.
- WP6 offered a comprehensive multi-level, interdisciplinary and gender-sensitive concluding analysis of youth exclusion and of the prospects for youth-led change in the SEM region, combining the research outcomes of previous WPs.
- WP7 tackled the policy dimension of the project by proposing recommendations at the national and supranational levels that address the causes and problems of youth exclusion and create opportunities for youth empowerment.
- WP8 was responsible for dissemination, while WP9 ensured coordination and management of the project.

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

<b>Innovation</b>
POWER2YOUTH is a consortium of research and academic institutions from different disciplines based in the EU member states, Norway, Switzerland and South East Mediterranean (SEM) countries formed to explore the dynamics of youth exclusion and the prospects for youth transformative agency in the SEM region.

### Best Practice No. 5 - International

<b>Project Title</b>
Tell your Story
<b>When</b>
01/09/2016 – 30/11/2018
<b>Where</b>
France, Austria, Belgium, U.K, Slovenia, Italy
<b>Who</b>
Coordinator: Pistes-Solidaires (France)
<b>Website</b>
<a href="http://tellyourstorymap.eu/it/the-project/">http://tellyourstorymap.eu/it/the-project/</a>
<b>Stakeholders of the project</b>
"Die Berater" Unternehmensberatungs GmbH (Austria) EUROGEO – European Association of Geographers (Belgium) Rinova Limited (United Kingdom) RIS – Research and Educational Centre Mansion Rakičan (Slovenia) CESIE (Italy)
<b>Beneficiaries</b>
Young people at risk of early school leaving
<b>Financing</b>
DG EAC, National Agency (France), Erasmus+ KA2 <a href="#">Strategic Partnership for Adult Education</a>
<b>Description</b>
Tell your story aims to explore the use of storytelling and digital storymapping in education to combat early school leaving.

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

Stories, if well told, have a strong power, so digital storytelling is an effective way to communicate experiences. Storytelling can be defined as a short digital media production that allows people to share particular aspects of their lives. Media" also means Full-Motion Video, with sounds, animation, frames, audio only, etc., used in the presentation of a story or idea. Digital stories are often presented in an interactive, convincing and emotional way.

A recent development of Web 2.0 is the use of maps and related media for digital storytelling; for example, the "Story Maps" initiative allows everyone to share their story (<http://storymaps.esri.com/>) and in particular, story maps bring together interactive maps and multimedia content in user experiences. Story maps use geographical locations as a means of organizing and presenting information, telling stories of places, events, topics, trends or patterns in a geographical context. They also bring together interactive maps and other content - text, photos, video and audio - with user experiences that are essential and intuitive.

### Objectives

- Motivating early school leavers to return to lifelong learning
- Prevent early school leaving, or other education and training, by young people at risk

### Results achieved

- [Study: Telling digital stories to fight against Early School-Leaving](#)
- [Learning module: How to tell a \(life\) story](#)
- [Learning module: Media production skills](#)
- [Pilot documentation: Digital stories and maps in practice](#)
- [Online exhibition of digital life stories](#)
- [Publication: preventing early drop-out through digital stories and maps](#)

### Innovation

- Desk research on the results of projects funded by the Lifelong Learning Programme, of national projects and initiatives and of the results of the EU working group on early school leaving building on the stock of experience gained in fighting early school leaving
- Identifying and recruiting 15-20 early school leavers, aged 16-25, and engages them in the piloting in each partner country
- Implementing a five days transnational learning workshop being an important part of the adopted empowerment In an informal learning setting, the young early school leavers share their life stories,
  - e. their biographies which led to dropping out of the school system, and the consequences arising from this decision

### Impact

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

The most significant impact is on the beneficiaries themselves; young people who leave school early (15-25 years) will be motivated to return to education and training:

Reflecting on their life stories, the consequences of early school leaving and the benefits of alternative pathways;

Increasing one's self-esteem through the ability to produce and publish high quality digital content; Acquiring key competences (digital, linguistic and communication) that increase their employability and can represent the beginning of new training and career paths.

Educators, teachers and youth workers working with young people at risk of early school leaving will familiarise themselves with an innovative and motivating approach that, on the one hand, channels the beneficiaries' inclinations towards new media and, on the other hand, makes them protagonists of digital stories on the internet, increasing their self-esteem.

### Testimonials

<https://youtu.be/Aq8Jr7SCtdw>

## Radicalisation

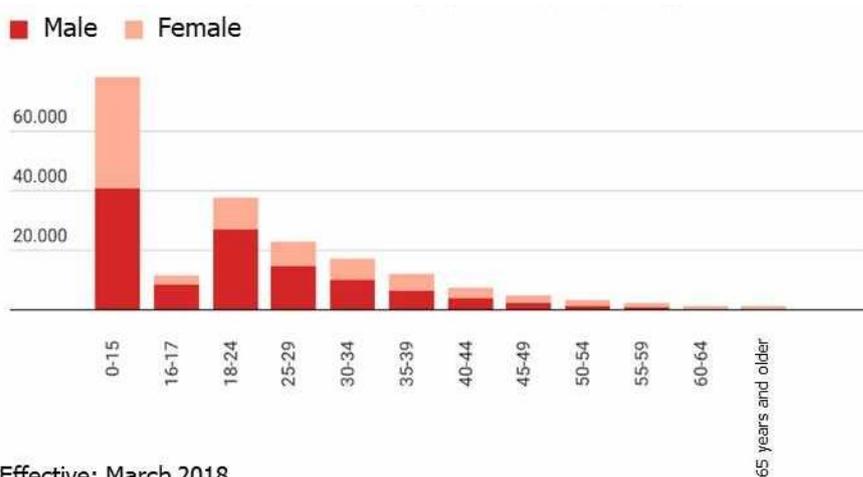
Youth radicalisation and the associated use of violence have become a growing issue of concern in Europe and its neighbouring regions. There has been an increase in hate speech, in the incidence of hate crimes and attacks on migrants and refugees, propaganda and violent xenophobia, as well as a rise in religious and political extremism and in terrorist attacks in Europe and its neighbouring regions.

### Germany - Jugend --& Kulturprojekt e.V

#### Introduction

According to the German Federal Ministry for Migration and Refugees, during 2017 and the first months of 2018, the majority of refugees who came to Germany was young males from Syria, Iraq, Nigeria and Afghanistan, as designated in the following two diagrams.

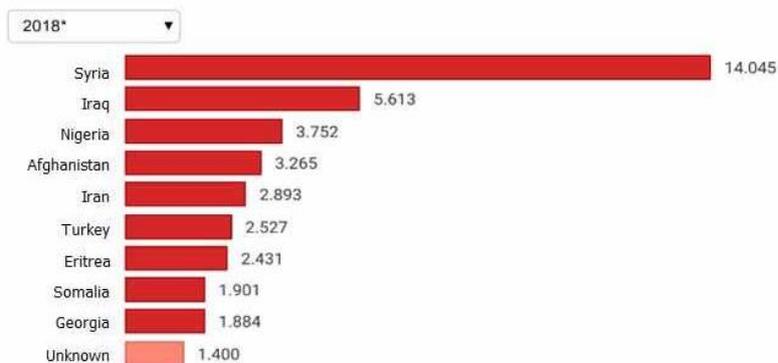
**Diagram 1.** Asylum Seekers Sorted by Age and Gender. Asylum Applications in Germany (First application), 2017



Source: Federal Ministry for Migration and Refugees, 2018.

**Diagram 2.** Registered Asylum Seekers 2017 and 2018 Sorted by Country or Origin

In asylum seeker statistics registered asylum seekers (new arrivals) sorted by the top ten countries of origin in 2017 and 2018 (absolute numbers).



Source: Federal Ministry for Migration and Refugees, 2018.

According to Körting et al. (2017), the majority of refugees that arrived in Germany in 2016 were Moslems. Among those coming from Iraq, there is a large proportion of Yazidis, a group that has been persecuted by ISIS.

### **Context**

Refugees coming to Germany are facing several problems that form a breeding ground for radicalisation: discrimination and racism, reduced access to the labour market and the social welfare system, lack of security in the shelters they are being accommodated, etc.

However, the risk of radicalisation is not only present in the migrant/refugee community. Far right radicalisation is also a potential threat. German disadvantaged youngsters, especially those living in rural areas and the former territories of the GDR, are more susceptible to becoming radicalised due to the lack of integration in the labour market and the cultural life.

Regardless of the circumstances, similar sociological and psychological factors can lead to radicalisation.

Therefore, we understand radicalisation as "a change in beliefs, feelings and behaviours that increasingly justify intergroup violence and demand sacrifice in defence of the group" (Mc Cauley & Moskalenko, 2008).

#### - Islamist Radicalisation in Germany

In 2016, according to the Interior Ministry of Germany, 810 Germans left as foreign fighter and over 250 had already returned. About 100 of these people have been confirmed dead. Although Germany ranked second in terms of foreign fighters, the precise numbers are quite low compared to neighbouring countries (ICCT, 2016).

According to Heerlein (2014), situations of relative deprivation have a direct influence on radicalisation.

#### - Online Radicalisation in Germany

The study of the Ministry of Interior, Youth and Sports of Lower Saxony (2012) compares the communication behaviour of young people on the Internet with the stages and levels of radicalisation and found that certain behaviours like the use of jihadist symbols or names, publishing content that glorifies violence or membership in radical networks can be used to determine the degree of radicalisation.

A study on media consumption by young Muslims shows that religiously motivated violence is strongly rejected by the majority of Muslims, interviewed in most online forums. The researchers clearly met "extremists/Islamists" only in two of the nine forums (Frindte et al. 2012, p. 619).

The study "Propaganda 2.0 - Psychological Effects of Right-Wing and Islamic Extremist Internet Videos" of the Research Unit "Terrorism and Extremism" of the German Federal Criminal Police Office aims to identify the factors that cause emotional and cognitive effects on non-radicalised young adults through Internet propaganda. As a result, the propaganda videos shown to the 450 young men were only of interest to people from similar socio-cultural backgrounds and a lower level of education shows greater susceptibility to the propaganda effect of the videos (Rieger, Frischlich, & Bente, 2013).

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

The Internet is mainly used as a tool to mobilise individuals who are already interested in a particular subject or ideology (Tucker, 2010).

### Policies

As foreign policy is the domain of the federal state, the following offences are criminalised throughout Germany as stated in the Federal Legislation to Prevent Extremism and Terrorism:

- incitement;
- offences related to support, recruitment, and membership of a terrorist organisation;
- preparing, encouraging or carrying out of a "serious violent offence endangering the state".

The ministry for Family, Senior Citizens, Women and Youth is commissioning (pilot) projects preventing the above-mentioned forms of radicalisation under the name "Demokratie Leben!" (Live democracy!) that runs from 2015 to 2019.

Another national initiative is the Federal Agency for Civic Education (German: Bundeszentrale für politische Bildung or bpb). Founded in the early fifties of the last century to promote the democratic system after an era of totalitarian regime, from the sixties onwards, prevention of radicalisation is one of its main goals. The undertaken projects, very often, are not specifically focused on radicalisation, however, making people aware of societal tensions and polarisation is of great importance. In recent years, the main target group of this initiative is children, adolescents and young adults (BPB, 2016)

### Programmes/Projects

There are several undergoing projects on the topic of radicalisation. The following are those we consider of higher importance:

- Technical University of Dresden: Hannah Arendt Institute for Research on Totalitarianism. The Hannah Arendt Institute for Research on Totalitarianism focuses its research activities on national-socialism, communism and extremism.
- Leibniz – Institute for Peace and Conflict Research. Part of the Leibniz association, this research institute is one of the most important and prestigious in Germany. One of the research groups is actively working on radicalisation.
- Violence Prevention Network. The Violence Prevention Network is an organisation whose goal is to enable ideologically vulnerable people and violent offenders motivated by extremism to live a life in which they do not harm themselves or others. With that purpose, they implement different strategies in order for radicalised people (and those who could potentially become radicalised) to change their behaviour through de-radicalisation efforts, lead independent lives and become part of the democratic community.
- Erasmus+ Programme. According to the n the project results platform there are 93 projects (from 2015 to 2019) regarding radicalisation, in 39 of which German Organisations are/were either the lead organisation or partner of the consortium, and 10 of which were awarded from the European Commission as "Good Practices".

### Conclusions

Ensuring that people with culture or/and religious differences live together peacefully is not an easy task, but it's very important one. Adjustments to the system should be made from many different angles. From a structural perspective, access to the education system and the job market have been identified as crucial to prevent social exclusion, which leads to radicalisation. Radicalism often originates from the search of identity and belonging, which can easily lead to the creation of radical ideologies. If young people are given equal chances in education and job search, they feel more included in the society and therefore, they are less likely to turn to radical groups. This notion does not only refer to refugees but also to German youth, because the factors that lead to radicalisation are not embedded in a certain culture or religion but are rather of psychological nature.

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

### Best Practice No. 1 - National

<b>Project Title</b>
Hayat
<b>When</b>
Started in 2011 and is an on-going project
<b>Where</b>
Berlin & East Germany
<b>Who</b>
ZDK Gesellschaft Demokratische Kultur gGmbH (ZDK Society Democratic Culture)
<b>Website</b>
<a href="https://hayat-deutschland.de">https://hayat-deutschland.de</a>
<b>Contacts</b>
ZDK Gesellschaft Demokratische Kultur gGmbH (ZDK Society Democratic Culture) Ebertystr. 46   10249 Berlin Chief Executive Officer: Dr. Bernd Wagner. Project Director: Claudia Dantschke Phone: (+49)5771359963 Fax & Voice: 0049 03212-1745890 <a href="mailto:info@hayat-deutschland.de">info@hayat-deutschland.de</a>
<b>Stakeholders of the project</b>
HAYAT has been the partner of the German Federal Office for Immigration and Refugee Affairs (Bundesamt für Migration und Flüchtlinge BAMF), which established a national counselling hotline on radicalisation ('Beratungsstelle Radikalisierung'). Local, non-governmental partners: EXIT-Deutschland; DNE-Deutschland; ZDK-Deutschland; AKTIONSKREIS; Ehemaliger; Extremisten Integrierte Fachstelle Analyse, Hilfen und Transfer - Extremismus, Deradikalisierung, Ausstieg ( <b>IFAHTEDA</b> ) transfer <b>DEUTSCHLAND</b>
<b>Beneficiaries</b>
<ul style="list-style-type: none"><li>- Persons involved in radical Salafist groups or on the path of a violent Jihadist radicalisation, including those travelling to Syria and other combat zones</li><li>- Parents, siblings and friends of radicalised people</li><li>- Teachers</li></ul>

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

<ul style="list-style-type: none"><li>- Employers</li><li>- Anyone else who has a relationship to a person potentially on the path of a (violent) radicalisation.</li></ul>
<b>Financing</b>
Hayat is financed by the Federal Office for Immigration and Refugee Affairs.
<b>Description</b>
<p>This initiative developed methods and approaches to counsel and work with the relatives of radicalised persons to eventually prevent, decelerate and invert the radicalisation process. Transferring this unique knowledge and experience into the realm of Islamic extremism, HAYAT is now available to parents, siblings, friends, teachers, employers, and anyone else who has a relationship to a person potentially on the path of a (violent) radicalisation. Moreover, HAYAT is working directly with radicalised persons in order to demonstrate the prerequisites and possibilities of desistance from radical behaviour, ideologies and groups. HAYAT is thereby responsible for Berlin and East Germany as well as for the international, highly security relevant cases. HAYAT can also be contacted directly via Email or telephone. During the first contact, HAYAT experts conduct an analysis and risk assessment of the respective situation to determine the counselling demand and to answer the most important questions in the beginning: Is the relative in danger of becoming (violently) radicalised? Or is it a harmless case of conversion to Islam? Once the counsellor gets a clear picture of the concrete situation, an individual counselling process and step by step plan is designed, including various measures to prevent further radicalisation or to stop and reverse the process.</p>
<b>Objectives</b>
<p>Through their experience and expertise, they accompany persons, who don't want to lose their radicalized relative or friend and try to understand and win him/her back.</p> <ul style="list-style-type: none"><li>- Counselling, providing contacts and listening.</li><li>- Making a clear differentiation between a strong, lived faith and an ideology of inequality that can result in violence and terrorisms.</li><li>- Assisting in identifying alarming signs and showing the limits of what is possible.</li><li>- Providing new perspectives and working on the cases for as long as necessary.</li></ul> <p>Many parents of persons who are about to travel abroad (e.g. to Syria), are already there or have even returned to their home countries, turn to Hayat for advice. Hayat thereby has three main goals:</p> <ul style="list-style-type: none"><li>- Trying everything possible to make them voluntarily refrain from travelling abroad.</li><li>- If they are already abroad: trying to stop them from active combat and make them return.</li></ul>

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

- Assisting persons to return and integrate to a safe social environment that respects universal human rights.

### Results achieved

- Established a national counselling hotline on radicalisation ('Beratungsstelle Radikalisierung').
- The number of counselling requests from the counselling centre (3,163 from 1 January 2012 to 31 December 2016) is growing steadily, as has the number of cases arising from the calls (854 over the same period).
- The advisory processes from the entrance to the case of the "Radicalisation" advice centre to the final settlement of the civil society "local partners" follow meaningful steps. Each of them is based on a concrete logic of action and action and on individual case-related milestones and long-range goals.
- The field of work is in increasing professionalization. This has a positive effect on the definition of precise areas of activity and the demarcation of responsibilities of the different network actors.
- The "Radicalisation" counselling centre provides important impulses for topics at the interface between relevant official and civic actors at national and regional level, and initiates processes of supra-regional importance (e.g. exchange and coordination with regard to new developments).
- Beyond the initial analysis of the case, constellations and the transfer of cases into local consulting contexts, it is the indispensable basis for the further structuring, control, coordination, networking, communication, for the transfer of knowledge and the development of competence throughout the network.

### Innovation

Hayat (Turkish and Arabic for "Life") is the first German counselling program for persons involved in radical Salafist groups or on the path of a violent Jihadist radicalisation, including those travelling to Syria and other conflict zones.

HAYAT can resort to a nationwide network of partners. Hayat thereby understands itself as a bridge between the family and institutions such as schools, social services and, if applicable, prosecution, police or employer and assists in communicating with various parties with the primary goal of catering to the specific needs of the respective person and family.

The Initiative HAYAT-Deutschland and its counselling centers use the insights gained from the counselling as well as the coaching sessions to analyse the Islamist field in order to prepare and appropriately convey information that helps to understand the inner contexts of radical developments. The focus is on such questions as arise in everyday life:

- What ideologies/organizations lead to a partitioning against the dissident "hostile" democratic environment in the direction of hatred, violence and terror?

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

-What can be done to exclude such developments and initiate their return to peace and life?
<b>Impact</b>
The possibility of having an anonymous hotline for 'first aid', combined with the offer of counselling by a local partner was well received by the target group. Since the establishment of the hotline more than 4.100 phone calls have been received and more than 1100 cases have been handled.
<b>Testimonials</b>
"HAYAT identifies three different levels in de-radicalisation processes that need to be accounted for. At the pragmatic level, emphasis must be placed on assistance in e.g. finding a job, educational training or housing in order to gain new perspectives. At the ideological level, any de-radicalisation process must emphasize the de-legitimization and invalidation of jihadi groups' narratives. Returnees need not only to refrain from violence but also come to terms with their past. The affective level addresses the need for individuals to be emotionally supported as well as the establishment of an alternative reference group. Family, friends and mentors need to be placed in new relation – namely, in opposition - to the radical group. Hence, the entire social surrounding needs to be prepared in order to provide a disillusioned returnee with a stable environment and perspective." <b>Julia Berczyk</b> , counsellor for 'HAYAT-Germany', 'Society Democratic Culture' (ZDK Gesellschaft Demokratische Kultur gGmbH) in Berlin.
<b>Pictures</b>


### Best Practice No. 2 - National

<b>Project Title</b>
Early Birds
<b>When</b>
Still on-going
<b>Where</b>

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

Chemnitz, Germany
<b>Who</b>
Violence Prevention Network
<b>Website</b>
Website: <a href="https://violence-prevention-network.de/angebote/projektuebersicht/early-birds-antidiskriminierung-und-fruehpraevention-im-vorschulalter/">https://violence-prevention-network.de/angebote/projektuebersicht/early-birds-antidiskriminierung-und-fruehpraevention-im-vorschulalter/</a>
<b>Contacts</b>
Project Manager Lars Schäfer Alt-Moabit 104 10559 Berlin Fon: 030 407 55 120 Email: <a href="mailto:early-birds@violence-prevention-network.de">early-birds@violence-prevention-network.de</a>
<b>Stakeholders of the project</b>
The project is implemented in cooperation with the TU Chemnitz and Huckepack Kinderförderung e. V.
<b>Beneficiaries</b>
<ul style="list-style-type: none"><li>- Specialists and educators in early childhood education and care</li><li>- Parents who express and behave in a discriminatory, generalizing and pejorative manner against certain groups of people</li></ul> Kids in the cooperating nursery schools.
<b>Financing</b>
The project is funded by the Federal Program "Demokratie leben" and is co-financed by the Saxonian Fund "Weltoffenes Sachsen"
<b>Description</b>
Professionals are offered counselling, special workshops on subjects like "refugees", "Islamophobia" or "Populism and Right-wing extremism" and further qualification to become a mentor in their institution. Preschool Institutions are offered special diagnostics for children with a noticeable social or emotional behaviour and special trainings for these children. Parents are offered constructive dialogues about the development of their child in interaction with their own virtues and education principles.
<b>Objectives</b>
<ul style="list-style-type: none"><li>- The general objective of the project is to establish activities for anti-discrimination and early prevention in preschool age</li></ul>

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

- The objective for the specialists in early childhood education and care is to increase their skills for dealing with parents, who express and behave in a discriminatory, generalizing and pejorative manner against certain groups of people
- The objective for the children in the cooperating institutions is to support them in the expression of their social and emotional skills.

### Results achieved

- An annual qualification in five modules á 2 days and 1-2-day workshops on current socio-political topics such as: B. "Enemy of refugees", "Constructive treatment of Islamophobia" or "right-wing populism and right-wing extremism" for students that are enabled to act as mentors
- individual, process-oriented counselling for the cooperating nursing schools
- Identification of affected children using a specially developed diagnostic

Reflection talks between professionals and the parents concerned about their values and parenting styles

### Innovation

The project Early birds intervenes very early in the process of radicalisation and helps specialists, parents and children at the same time. Children from the cooperating institutions go through a selected diagnostic. In this way, those children can be identified who have a corresponding need for support in the area of socio-emotional competencies. Mentors (students of Chemnitz University of Technology, who have undergone the corresponding training content) train the socio-emotional competences of their mentees through playful training modules and with the help of specially developed manuals and materials.

### Pictures



## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

### Best Practice No. 3 - International

<b>Project Title</b>
CONCORDIA - Harnessing the power of digital media tools to prevent the radicalisation of vulnerable youth.
<b>When</b>
Start: 01-09-2016 - End: 31-08-2018
<b>Where:</b>
Germany, Romania, Austria, Czech Republic, Ireland, France, Cyprus, Finland.
<b>Who</b>
Jugendförderverein Parchim/Lübz e.V., Germany
<b>Website</b>
Project's website: <a href="https://www.concordia.website/">https://www.concordia.website/</a> Facebook page: <a href="https://www.facebook.com/theconcordiaproject">https://www.facebook.com/theconcordiaproject</a>
<b>Contacts</b>
Jugendförderverein Parchim/Lübz e.V. Website address: <a href="http://www.jfv-pch.de">www.jfv-pch.de</a> E-mail address: <a href="mailto:info@jfv-pch.de">info@jfv-pch.de</a>
<b>Stakeholders of the project</b>
8 partners representing 8 Member States: Jugendförderverein Parchim/Lübz e.V. (Germany) Asociatia pentru Educatie si Dezvoltare Durabila (Romania) Die Kärntner Volkshochschulen (Austria) Centrum inspirace (Czech Republic) Future In Perspective (Ireland) Etudes Et Chantiers Corsica (France) SYNTHESIS Centre for Research and Education (Cyprus) Innoventum Oy (Finland).
<b>Beneficiaries</b>
<ul style="list-style-type: none"><li>- Vulnerable indigenous, migrant and refugee youth-Teenagers</li><li>- Youth professionals and other front-line workers</li></ul>
<b>Financing</b>
Programme: Erasmus+ Key Action: Cooperation for innovation and the exchange of good practices Action Type: Strategic Partnerships for youth EU Grant: 265.661 EUR

<b>Description</b>
<p>Teenage years can be a particularly hard time for some young people. Educational under-achievement most often leads to social exclusion and multi-faceted disadvantage and in a small number of cases young adolescents on the margins of society and economy are being attracted to extremist groups enticed by the false promises of Neo-Nazi or “Islamic State” ideologies. The economic, political, technological and cultural transformation of the past decade has undoubtedly influenced and aided the development of these worrying trends. Social media offers profound opportunities to generate innovative media content that can be used across all media formats and environments to promote positive role models and counteract the mis-information campaigns of violent extremism and terrorism. Social networking sites are the new 'street corners' where young people 'hang out' and the Internet is like a modern day “Wild West” where any sort of behaviour or activity is plausible and present. Within this virtual cosmos there are growing sections that have been colonized by political and quasi-religious fanatics with vulnerable European youth their target audience. Youth professionals and other front-line workers need the tools, resources and training if they are to repel this advancing menace. In this modern era, dominated by ubiquitous technology and everywhere connectedness, effective youth counselling programmes and strategies need to journey beyond the classroom, the youth club or the counselling suite into virtual worlds currently dominated by streaming videos, blogs and social media environments. Professionals working with vulnerable youth need access to a range of thought-provoking digital media resources to tackle radicalisation, also appropriate continuous professional development training to ensure that they can both utilize the new resources provided and develop additional resources as needed. There are three strands to CONCORDIA which will combine to address the growing radicalisation of disenfranchised indigenous, migrant and refugee youth throughout Europe.</p>
<b>Objectives</b>
<p>CONCORDIA proposes a multi-faceted response to support front-line professionals develop and deliver counter arguments to de-construct the misguided extremist narratives that predominate in on-line environments and communities. CONCORDIA will ensure that front-line workers are suitably trained, fully resourced and supported by a suite of on-line platforms.</p> <p>CONCORDIA will bring skills of front-liners right up to date where the production of digital media and the managing of social media platforms is concerned promoting high quality of youth work in response to the radicalisation threat.</p> <p>The project will focus on training front-liners to harness the full potential of readily available technology apparatus like smart-phones and tablets as media production devices. It will also demonstrate how to achieve high production values.</p> <p>There are three strands to CONCORDIA which will combine to address the growing radicalisation of disenfranchised indigenous, migrant and refugee youth throughout Europe.</p> <ul style="list-style-type: none"><li>- The first strand proposes the design and implementation of a bespoke media development training programme to help youth professionals harness the potential of</li></ul>

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

digital media tools and resources to produce and develop media content that can be used to help young people to think critically about extremists' views and discourses and expose the flaws of such propaganda and to counteract extremist messages.

- The second strand of the project proposes the design and development of a suite of sample prototype materials that are flexible and adaptable for use in the widest possible range of on-line and off-line environments.
- The third strand will include the development of an On-line Observatory of Best Practice which will be populated with training resources as a toolkit for front-line staff. This observatory will also provide a series of discussion forums for front-line workers and professionals in each of the 8 partner countries to collaborate and exchange best practice at national and transnational levels.

The radicalisation of vulnerable youth within Europe is a relatively new issue and the latest one that youth professional and front-line staff are being asked to address.

### Results achieved

Research Report (O1): *Summary Research Report - Establishing the state-of-the-art & needs analysis*: <https://www.concordia.website/en/resources/o1-research-report/>

Training Curriculum (O2): *Countering Radicalisation Continuous Professional Development Training Curriculum*: <https://www.concordia.website/en/resources/training-curriculum/>

Media Tool-kit (O3): *Sample Media Content Tool-kit with Tip-sheets*:  
<https://www.concordia.website/en/resources/media-tool-kit/>

Videos: *Video contents produced by the Concordia project*:  
<https://www.concordia.website/en/resources/videos/>

Policy Paper (O6): *O6 Countering the Radicalisation of Vulnerable Youth - A Front-line Approach - Policy Paper: Available by July 2018*:  
<https://www.concordia.website/en/resources/policy-paper/>

There are no resources concerning all the intellectual outputs.

### Innovation

CONCORDIA provides an innovative and comprehensive response to support youth professionals and other front-line workers. From speaking with young people in their local areas and it is clear to partners that there is a vast cohort of youth who will not be intimidated by recent terrorist actions and these young people have messages of solidarity and support for their peers; a strong sense of civic responsibility and a clear understanding of what is right for a better and fairer Europe. The CONCORDIA project will provide a platform for Europe's young people.

### Impact

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

On 15th of June the Symposium "Diversity and participation - Chance and challenge" took place where CONCORDIA outputs were presented to all interested parties. The presentations are also available as an on-demand recording on the project website:

<https://concordia.website/en/symposium/>

### Pictures



### Best Practice No. 4 - International

Project Title
CoCoRa-Community Counteracting radicalisation
When
Start: 01-10-2015 - End: 30-09-2017
Where
Elsinore (Denmark) Berlin (Germany) Roubaix (France) Innsbruck (Austria) Palermo (Italy)
Who
Mhtconsult-mangfoldighed & medborgerskab (Denmark)
Website
<a href="http://cocoraproject.eu/">http://cocoraproject.eu/</a>
Contacts
Mhtconsult ApS. Bygmestervej 10, 1st floor DK-2400 Copenhagen NV Elsinore, Denmark +45 51 20 48 58 <a href="http://www.mhtconsult.dk">www.mhtconsult.dk</a>
Stakeholders of the project

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

5 partners representing 5 Member States: Mhtconsult Elsinore (Denmark) ADICE Roubaix (France) Cultures Interactive Berlin (Germany) Verein Multikulturell, Innsbruck (Austria) CESIE Palermo (Italy)
<b>Beneficiaries</b>
<ul style="list-style-type: none"><li>- Young people</li><li>- Young Muslims</li></ul>
<b>Financing</b>
Programme: Erasmus+ Key Action: Cooperation for innovation and the exchange of good practices Action Type: Strategic Partnerships for youth EU Grant: 18.3627 EUR
<b>Description</b>
The overall aim of the project was to contribute to improving the prevention efforts against militant Islamist radicalisation and extremism among young Muslims. Furthermore, the overall aim was to strengthen young Muslims active citizenship and to build a sustainable bridge between local Muslim communities and prevention professionals in order to improve collaboration, cohesion and efficiency in the efforts to empower young Muslims to active citizenship on democratic terms. The project sought to break down the mutual distrust and make use of the knowledge, credibility and trust that local Muslim communities hold about the local youth in risk of being radicalised.
<b>Objectives</b>
<ul style="list-style-type: none"><li>- To contribute to the improvement of prevention efforts against violent extremism and terrorist recruitment among young people</li><li>- To develop a prevention programme focused on young people's empowerment and equal and active citizenship</li><li>- To involve local communities as equal partners in developing the prevention programme, involving community knowledge, confidence and credibility</li><li>- To train the young participants for an intercultural ambassadorship to engage in dialogue and coproduction with professionals in prevention activities</li></ul>
<b>Results achieved</b>
The CoCoRa project developed and tested a new community-based prevention strategy, composed by the following activities: <ul style="list-style-type: none"><li>- The CoCoRa Collaborative Programme: Collaborative workshops/meetings with local resource persons.</li><li>- The CoCoRa Prevention Programme: A long-term course of various activities, focusing on issues and dilemmas related to equal and active citizenship in practice,</li></ul>

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

<p>antidiscrimination, democracy and citizen´s right and duties, empowerment and the so-called self-including citizenship.</p> <ul style="list-style-type: none"> <li>- The CoCoRa Ambassador Programme: A further training programme for young participants at the prevention programme to become spokesmen towards local authorities and professionals working in the field of prevention.</li> <li>- The CoCoRa Prevention Strategy: A total prevention package, consisting of interactive methodical handbooks, presenting all materials from the CoCoRa programmes.</li> <li>- The CoCoRa Handbook Collection: In the Handbook Collection all three Programmes are explained in detail. <a href="http://cocoraproject.eu/wp-content/uploads/2017/11/cocora-handbook-collection-en.pdf">http://cocoraproject.eu/wp-content/uploads/2017/11/cocora-handbook-collection-en.pdf</a></li> </ul>
<p><b>Innovation</b></p>
<p>The aims and objectives of the CoCoRa project represents an innovative perspective on the approach and methods used in the general European efforts to prevent and respond to young Muslims radicalisation and increased sympathies for militant Islamist groups. The CoCoRa project provides an innovative approach by developing and implementing a prevention strategy, built on 1) the active involvement of and collaboration with local civil Muslim communities and 2) the systematic linking of de-radicalisation and empowerment to active citizenship on democratic terms.</p>
<p><b>Pictures</b></p>
<div style="display: flex; align-items: center;"> <div style="flex: 1;">  </div> <div style="flex: 1;">  </div> </div>

### Best Practice No. 5 - International

<p><b>Project Title</b></p>
<p>PRIDE-Prevention of Radicalisation through Intercultural Dialogue and Exchange</p>
<p><b>When</b></p>
<p>02.2018 to 08.2020</p>
<p><b>Where</b></p>

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

In France, Germany and Tunisia
<b>Who</b>
Club Culturel Ali Belhouane, Fondation INFA and IKAB Bildungswerk e.V.
<b>Website</b>
<a href="http://erasmus-pride.org/">http://erasmus-pride.org/</a>
<b>Contacts</b>
IKAB-Bildungswerk e.V. Poppelsdorfer Allee 92 D-53115 Bonn Camille NAULET, project coordinator E-Mail: c.naulet(a)ikab.de
<b>Stakeholders of the project</b>
ALIFS, Bordeaux (France) CAREP, Tunis (Tunisia) Club Culturel Ali Belhouane, Tunis (Tunisia) KAB-Bildungswerk e.V., Bonn (Germany) Fondation INFA, Nogent-sur-Marne (France) ufuq.de, Berlin (Germany)
<b>Beneficiaries</b>
<ul style="list-style-type: none"><li>- young people with fewer opportunities</li><li>- youth work professionals (social workers, teachers, trainers)</li></ul>
<b>Financing</b>
<p>The PRIDE project (Prevention of Radicalisation through Intercultural Dialogue and Exchange) is co-funded by the European Commission's Erasmus+ Youth in Action programme.</p> <p>As an associate partner in the PRIDE project (Prevention of Radicalisation through Intercultural Dialogue and Exchange), the Franco-German Youth Office (OFAJ) supports international youth exchange projects. These exchanges correspond to the test phases of the PRIDE project.</p>
<b>Description</b>
<p>The PRIDE project aims to promote youth exchange projects as a relevant prevention format against youth radicalisation. It aims to improve the quality of international exchange projects, in particular those aimed at young people with fewer opportunities, as well as to strengthen the active civic participation of these young people.</p>
<b>Objectives</b>

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

- Promoting democratic values and active citizenship of ALL young people in order to prevent their violent radicalisation through intercultural dialogue and international youth exchange projects;
- Supporting youth work professionals (social workers, teachers, trainers) in developing their skills regarding the prevention of violent radicalisation;
- Contributing to improving the quality of youth exchange projects by developing and testing an innovative and integrated approach (blended learning);
- Developing new pedagogical and digital tools for youth exchange projects.

### Results achieved

- Development of an educational web application: This web application is for young participants in international exchange projects in the three partner countries (France, Germany, Tunisia). It aims to improve the linguistic, thematic and intercultural preparation prior to the exchange by providing educational work materials (games, photos, videos, interactive maps, articles) as well as the follow-up activities after the exchange. It also makes it possible to evaluate the youth exchange once it is completed.
- Online learning platform: The training for professionals in the youth sector includes an online part which is complementary to the classroom training. It aims to strengthen the skills of youth work professionals participating in the training, by improving their digital skills and familiarising them with online learning platforms.

In the end of the project a pedagogical guide is being developed that brings together the all the results of the entire PRIDE project.

### Innovation

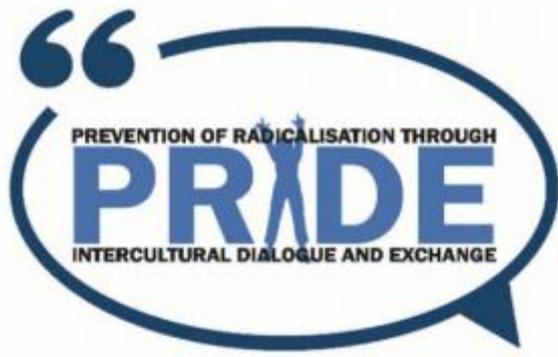
Developing new pedagogical and digital tools for youth exchange projects.

### Impact

International youth exchange projects are precisely a relevant preventive format against violent radicalisation of young people, as they enable participants to develop their democratic values and active citizenship skills.

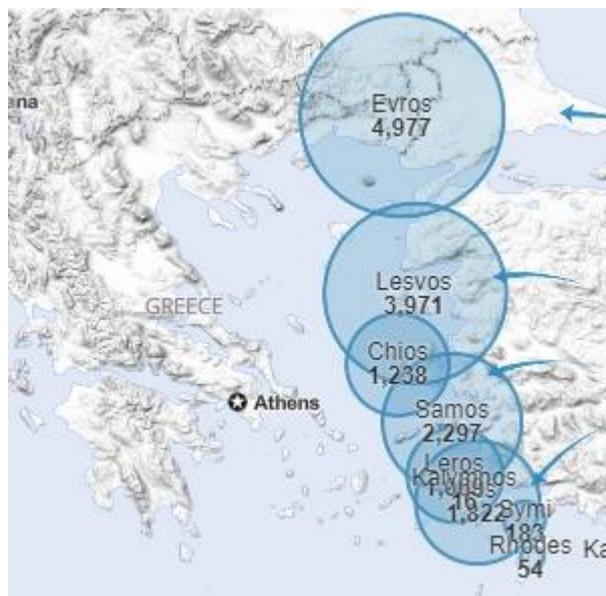
### Pictures

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES



## Greece - KeDi.Vi.M2 Kainotomia

### Introduction



Unaccompanied and Separated children - Age breakdown



Between 1 January and 9 June 2019, 15,670 refugees and migrants arrived via the country's borders with Turkey (both sea and land). The larger number of refugees arrived by crossing the Aegean Sea (10,693 sea arrivals from January 2019). Arrivals in 2019 most commonly originated from Afghanistan (34.4%), Syrian Arab Rep. (15.4%) and Iraq (12.1%), Dem. Rep. of the Congo (11.1%) and State of Palestine (11%). In 2019, 40% of arrivals were men, 36.6% children and 23.5% women. According to the "Desperate Journeys" report of the UN Refugee Agency (Desperate Journeys, UNHCR, 2019), refugees and migrants trying to reach Europe via the Mediterranean Sea lost their lives at an alarming rate in 2018, as there were severe cuts in search and rescue operations in what constitutes now one of the world's deadliest sea crossings with the rate to be 6 lives on average every day and in total 2,275

died or went missing in the Mediterranean in 2018.

During the 2018, 27,000 children were reported to be present in Greece (6,000 more in comparison to 2017). 57% of them live in urban areas (apartments, hotels, shelters for UASC, self-settled, etc.); 29% live in accommodation sites or reception centres and 1% live in safe zones for unaccompanied children. A further 13% are in Reception and Identification Centres on the islands, a situation comparable to that of December 2017. A total of 700 unaccompanied children remained in Reception and Identification Centres in December 2018, while 86 were held in detention as a form of protective custody (both almost double compared to December 2017). The majority of UASC who arrived in Italy, Greece and Bulgaria between January and December 2018 were boys between 15 and 17 years old, 91% overall (Latest statistics and graphics on refugee and migrant children, 2019).

### Context

Unfortunately, Greece was condemned twice during 2019 by the ECHR for the living conditions of unaccompanied migrant minors. In the cases of H.A. and others v. Greece and S.Z. v. Greece were held in various police stations when entered Greece, were amounted to degrading treatment, observing that being detained in these places was liable to arouse in the persons concerned feelings of isolation from the outside world, with potentially negative repercussions on their physical and mental well-being. The Court found in the case of S.Z. v. Greece violation of articles 3 and 5 and in the case of H.A. and others v. Greece, violations of articles 3 on the prohibition of inhuman or degrading treatment (no violation on living

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

conditions), violation of article 13 on the right to an effective remedy and a violation of article 5 (1) and (4) on the right to liberty and security, right to a speedy decision on the lawfulness of a detention measure (Refugees, 2019). Regarding the radicalisation of young migrants and refugees, while there are no major incidents of violent extremism coming from young migrants and refugees there are significant risks of

- radicalisation in refugee, IDP and possibly migrant transit camps and
- challenges of integration resulting in social exclusion of young migrants and refugees.

Existing literature highlights three particular conditions that allow for radicalisation to violent extremism to take root in refugee camps: poor education, especially where the gap is filled by extremist religious indoctrination; a lack of work; and the absence of freedom of movement (World Migration Report 2018, 2018). Unfortunately, these three conditions are present in refugee camps of Greece. As the Commissioner of Human Rights of Council of Europe reported in her last visit (Sept. 2018), the reception facilities and the living conditions of refugees and migrants in the Aegean islands are particularly worrying. The combination of a lack of capacity, continuous arrivals, and few departures results in a generalized overcrowding of the Greek reception facilities, especially on the Aegean islands, where the situation is particularly critical, but also on the mainland. In September 2018 on Aegean Islands, 11.500 people were hosted in the camps of Chios, Kos, Leros, Lesbos and Samos, against a total nominal of 6.246, while more than 1.300 people were accommodated by UNHCR in apartments on the islands through the programme ESTIA (Mijatovic, 2018). The situation in the mainland is slightly better, however the living conditions prevailing in reception camps were not appropriate for long-term accommodation as most of the camps consist of overcrowded containers that do not cover the basic needs of their residents and are located in remote areas adding another obstacle to the phenomenon of refugees' isolation and social exclusion from the local community.

Regarding the situation of minors and young migrants and refugees, there were serious and widespread allegations of sexual and gender-based violence perpetrated in reception facilities, including against underage residents (Mijatovic, 2018). The report urges Greek authorities to take all the necessary measures to prevent this phenomenon and to provide the adequate support to the victims. Also increasingly worrying was the fact that most unaccompanied migrant children, were not adequately sheltered and faced great issues in getting social support. Another concerning factor is the low school attendance rates of migrant children on the mainland and the lack of access to education available to them on the Aegean islands, which jeopardizes the migrant children's right to education and continuing their social exclusion. The Commissioner stressed the need that Greek Government should implement inclusive education programmes in mainstream schools on the mainland and the islands and other inclusive education activities for young adults (Mijatovic, 2018).

Overall, radicalisation remains a contested concept, but most definitions note that it is a dynamic and multidimensional process driven by unequal power relationships interacting across four main dimensions – economic, political, social and cultural – and at different levels including individual, household, group, community, country and global levels. The overall process results in a continuum of inclusion/exclusion conditions characterized by unequal

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

access to resources, capabilities and rights, which then leads to inequalities (McAuliffe, M., & Ruhs, M., 2018)

In the case of Greece, radicalisation and violent extremism is mainly expressed in terms of political violence and in terms of hooliganism who are not on the surface motivated by political beliefs but who often espouse or are motivated by extremist ideas. Incidents of political violence coming from the far-left groups, were maintained at high levels in Greece and there was also a rise from 1970s until the 2000s, according to the Global Terrorism Database (GTD Search Results, 2019). The GTD records 1169 incidents between February 1973 and December 2014 of far-left political violence in Greece. The number of incidents have hiked in particular years and periods of time, such as in 1977-78, in 1989-1990, and less so in 1998-99, while they saw the highest peak in 2008.1 Right-wing extremism and violence have also sharply grown since 2010 and they have been substantially connected to the rise of a far-right political party, the Golden Dawn (GD), which has gained representation in the Greek Parliament. In September 2013, immediately after the murder of Pavlos Fyssas, the Greek Police arrested the leadership of Golden Dawn, as well as tens of its party officials and members, who were involved in the criminal activities included in the huge case file. After a long inquest which lasted 9 months, the Court of Appeal decided with irrevocable decree that 69 individuals, including all of Golden Dawn's Parliamentary Group from the 2012 elections, will stand trial charged with participation in a criminal organization. Described in the 1109 pages of the decree are all of the crimes committed by Golden Dawn party officials and members since 2008 (THE TRIAL-Golden Dawn Watch, 2019). It is quite interesting, that neither GTD nor EUROPOL Terrorism Reports, do not record attacks by far-right groups, largely due to the fact that such data was not recorded by the Greek state itself until 2012 (Anagnostou & Skleparis, 2015). Prior the rise of Golden Dawn, the attacks were mostly presented as rivalries between political ideology opponents. As for Islamic radicalisation, the issue of radicalisation in relation to Muslims in the country has not gained prominence in contrary with the international community. Not much is known about the presence of Islamic extremism within Greece. In September 2014, Greek authorities estimated that there were some 80-100 people in the country with suspected links to jihadist groups. In early 2015, a source close to Greek intelligence said that there may be some 200 such people in the country. (Lister & Mantzikos, 2015) The Islamic radicalisation has been under-studied, as only few studies deal with the subject such as: Kostakos, P. (2007). The threat of Islamic radicalism to Greece. *Terrorism Monitor* and Giannoulis, A. (2011). *Islamic radicalisation processes in Greece: The Islamic Radicalisation Index (IRI)*. International Institute for Counterterrorism (ICT), IDC Herzliya.

### **Policies**

Greek legislation does not include any provisions specifically referring to radicalisation and its related trends (Left/Right-wing, Islamism, hooliganism). However, it provides for the punishment of terrorism, organised crime, hate crime, hooliganism and violent and non-violent extremism, which capture a broad range of radical acts. Domestic anti-terrorist legislation is accompanied by relevant international laws that have been ratified by statute, and which according to the Greek constitution, prevail under any contrary provisions of national law. National legislation is also formed by the various EU laws and directives pertaining to issues of terrorism and organised crime. Laws 2928/2001, 3251/2004, 3691/2008 and 3875/2010,

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

and Articles 187 and 187A of the Greek Penal Code regulate the issue of terrorism and organised crime in Greece (Anagnostou, Skleparis, 2015).

In 2017, Greece also adopted a very important law from the point of view of the specifically Greek realities: Law No. 4478/2017, which, on the basis of Directive 2012/29 / EU establishes minimum standards for "the rights, support and protection of victims of hate crime." Law 4478/2017 introduces a holistic approach to the support offered to victims of hate crime in order to encourage them to participate more actively in the criminal process. Despite the above the ill-treatment and excessive use of force by law enforcement officers continued. The majority of the victims of the reported incidents were refugees and migrants trapped on the Aegean Islands as a result of the EU-Turkey deal. It was alleged that the police used excessive force against asylum-seekers during an operation to arrest protesters in the Moria camp on the Greek island of Lesbos on

July 18, 2017.

In 2017, several courts issued convictions for imprisonment of persons guilty of assault and incitement to violence against members of minorities. In addition, the Greek public for the prosecution of racist violence opened 150 criminal cases on incitement to hatred and other crimes on the same ground, mainly on the basis of reporting by the NGO Greek Helsinki Monitor, something what would be unlikely possible.

### **Programmes/Projects**

#### 1. COUNTER- RADICALISATION AND-EXTREMISM PROJECT

Counter -Radicalisation Training. Evolution and Awareness of existing State Structures: Countering radicalisation is an integral part of the fight against terrorism and violent extremism. This Project aims to offer continuing education, training and increase of awareness of frontline-Personnel in order to prevent the promotion of extremist ideologies, as well as forms of supporting terrorism. More specifically, the proper training of frontline Police Officers, Prison Personnel, Customs Personnel, Coast Guard Personnel and Reception, Identification and Asylum Service Personnel, is perceived to be a critical element in preventing radicalisation. Through training, this Personnel is to be rendered capable of detecting early signs of radicalisation, as well as offering support to vulnerable persons or referring them to specialist professionals for further assistance. A Project partially funded by EU (75%) and national funds (25%), crediting Public Account No 2016ΣΕ05020006 /SAE 050/2, titled: "Counter-Radicalisation and -Extremism Project" – European Fund on Internal Security National Programme/ Police Cooperation Branch 2014-2020. Website: <http://counter-radicalisation.gr/en/>

#### 2. Enhancement of law enforcement agencies to identify and counter radicalisation and extremism

The Action aims to raise awareness, to empower and strengthen the staff of Law Enforcement Agencies, preparing them for early recognition and prevention of any escalation of violence, and support the fight against radicalisation leading to violent extremism and terrorism. The actions of the program include the identification of the needs of Law Enforcement Agencies in order to recognize and assess the threat of radicalisation leading to violent extremism and terrorism, the preparation and implementation of workshops for the staff of Law Enforcement, the creation of a specific methodological framework for risk assessment, the creation of a

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

simulation game etc. The project is carried from KEMEA: Kentro Ereunas Meleton Asfaleias, and is partially funded by EU (75%) and national funds (25%), crediting the Public Account No 2018SE75020015/SAE 750/2, entitled "Enhancement of Law Enforcement Agencies to identify and counter radicalisation and extremism." Website: <https://radicalisaction.gr/en/>

3. Erasmus+ Programme: in the project results platform there are 153 projects (from 2016 to 2019) regarding radicalisation, in which Greece is coordinator or partner, of which 15 were awarded from the European Commission as "Good Practices".

### Conclusions

From the literature review, it derives that young people in Greece starting from teenagers, are by far the most vulnerable and at high risk of radicalisation into both sides of political based extremism (left and right). It is also observed that regarding violent or non-violent far-left extremism processes of radicalisation are closely linked to urban areas and spaces such as schools, universities, community or self-managed centres, and bars or clubs e.g. in Athenian districts like Exarcheia, which individuals frequent or where they socialise. On the other hand, youth is also at high risk for far-right extremism and radicalisation, especially from the lower socioeconomic backgrounds, and areas most impacted by the social and economic crisis of the last decade. Again, schools, neighbourhoods (especially in the districts of Athens where the GD is strong and dominant), residents' committees, and GD party structures are the most prominent places where the process of radicalisation takes place. A large number of GD supporters accept or tolerate as legitimate or necessary the violence perpetrated by groups connected to it, as the maintained high levels of electoral support for the GD even after the prosecution of the party as a criminal organization. Lastly, regarding the radical extremism of young migrants and refugees as stated in the introduction while there are no current data, the humanitarian and international organizations that operate and observe the situation in refugee camps warn for conditions that could lead to the radicalisation of young migrants. Finally, the country is also facing another internal challenge, as the large pool of young male irregular immigrants from Muslim countries, whose presence is not recorded in official data, in combination with their dire living conditions and the lack of formal and monitored places of worship create a fertile environment for Islamist radicalisation (Kostakos P., 2007).

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

### Best Practice No. 1 - National

<b>Project Title</b>
Cultural Mediation Training Program
<b>When</b>
2018
<b>Where</b>
Greece
<b>Who</b>
Generation 2.0 RED
<b>Website</b>
<a href="https://g2red.org/cultural-mediation-training-program/">https://g2red.org/cultural-mediation-training-program/</a>
<b>Contacts</b>
+302130884499
<b>Stakeholders of the project</b>
This project is in collaboration with The Language Project and the SCG-Scientific College of Greece and the support of the International Rescue Committee.
<b>Beneficiaries</b>
Refugees, migrants and asylum seekers
<b>Financing</b>
Volunteers and sponsors
<b>Description</b>
Cultural Mediation Training Program is a no-charge program which is designed to cover the huge existing gaps in training cultural mediators, by combining general and theoretical education with specialized and practical application, while investing the time necessary for each topic. The aim of the program is to define the professional role of the Cultural Mediator. Those who will participate will develop skills and learn the tools that will shape them into competent and competitive professionals in this very particular occupational field.

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

Incorporating European best practices and contributions from professional and academic associations from the fields of translation and interpretation, the educational content leverages the experience gained from real-life practice and familiarizes learners with the intricacies of relevant national institutional frameworks. On top of offering high quality services, this training program ensures that refugee and migrant population access their rights, facilitates their smoother integration, and enables the users of services (organizations, public and civil services, social and educational institutions) to assist beneficiaries with culturally appropriate services, suitable for their conditions and needs. The program is accredited by the National Organization for the Certification of Qualifications & Vocational Guidance (EOPPEP).

### Objectives

The program includes, among others, modules such as:

- interpreting & translation techniques,
- cultural mediation in healthcare and public services,
- code of conduct of the profession of cultural mediator and interpreting in the asylum-seeking process.
- legal terminology
- Court interpreting and legal terminology
- Systemic approach to Cultural Mediation

### Results achieved

Anyone who participated in the programme of cultural mediation will benefit from it, as it provides useful tools that will shape them into a competent and competitive professional in this very particular occupational field. On top of offering high quality services, this training program ensures that refugee and migrant population access their rights facilitates their smoother integration, and enables the users of services (organizations, public and civil services, social and educational institutions) to assist beneficiaries with culturally appropriate services, suitable for their conditions and needs.

### Innovation

Due to their special situation, migrants of all ages, but especially adult migrants, are likely to need support in the form of linguistic and cultural mediation from their interlocutors in the host society, including from people who have been through the migration experience themselves, or from fellow migrants who have a shared language and are now less affected by the given issues, and of course from volunteers who work with migrants

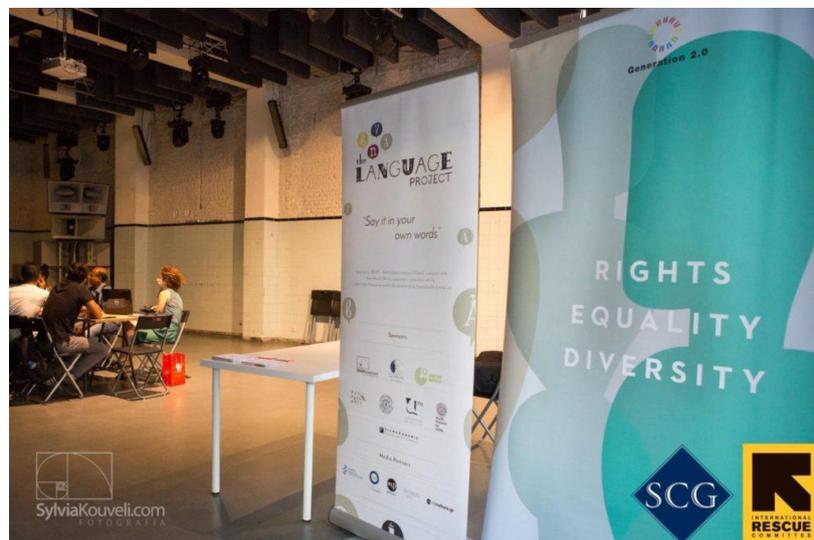
### Impact

Cultural Mediators hold a key role in addressing the needs of refugees and asylum seekers in the context of the current refugee crisis in Europe. The main role is to facilitate the

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

communication and the relations between newcomers migrants, refugees and asylum seekers and the host environment, aiming at the mutual exchange of knowledge and the establishment of positive relations between individuals of different cultural backgrounds and ethnic origins working on the prevention of marginalisation and radicalisation.

### Pictures



### Best Practice No. 2 - National

<b>Project Title</b>
COUNTER- RADICALISATION AND -EXTREMISM PROJECT
<b>When:</b> <i>When the practice / project was implemented (please specify if the project is still ongoing)</i>
2016
<b>Where</b>
Greece
<b>Who</b>
Greece
<b>Website</b>
<a href="http://counter-radicalisation.gr/en/about-us/prevention">http://counter-radicalisation.gr/en/about-us/prevention</a>
<b>Stakeholders of the project</b>
Cooperation with international and national actors and institutions:

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

<ul style="list-style-type: none"><li>- Center for Security Studies</li><li>- Hellenic Police</li><li>- Radicalisation Awareness Network – Center of Excellence</li></ul>
<b>Beneficiaries</b>
Police Officers, Prison Personnel, Customs Personnel, Coast Guard Personnel and Reception, Identification and Asylum Service Personnel, Teachers of all grades, Civil society, The general public Refugees and Migrants indirectly
<b>Financing</b>
A Project partially funded by EU (75%) and national funds (25%), crediting Public Account No 2016ΣΕ05020006 /SAE 050/2, titled: "Counter- Radicalisation and-Extremism Project" – European Fund on Internal Security National Programme/ Police Cooperation Branch 2014-2020
<b>Description</b>
This Project aims to offer continuing education, training and increase of awareness of frontline-Personnel in order to prevent the promotion of extremist ideologies, as well as forms of supporting terrorism. More specifically, the proper training of frontline Police Officers, Prison Personnel, Customs Personnel, Coast Guard Personnel and Reception, Identification and Asylum Service Personnel, is perceived to be a critical element in preventing radicalisation. Through training, this Personnel is to be rendered capable of detecting early signs of radicalisation, as well as offering support to vulnerable persons or referring them to specialist professionals for further assistance.
<b>Objectives</b>
The project's objectives are: <ul style="list-style-type: none"><li>- to prevent terrorism and violent extremism.</li><li>- to ensure cooperation between actors and institutions in order to provide continuous education and to raise awareness of first line practitioners as well the general public, in relation to the phenomenon of radicalisation.</li><li>- to implement international standards and best practice.</li><li>- to upgrade the country's security through the prevention of radicalisation.</li><li>- to offer support and advice in preventing radicalisation.</li></ul>
<b>Results achieved</b>
The material outcomes of this project are:

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

- Writing and publishing a textbook on the subject of radicalisation and extremism, following the formation and activation of a writing team.
- Publishing two 'pocket guides' following the formation and activation of a specialists' group.
- Running a. two training programs on the subject of radicalisation aiming at the formation of a trainers' network and b. five training programs for first line practitioners.

More specifically, the project's activities are:

- Organising and running the training of certified trainers in matters of radicalisation.
- Organising and running three workshops.
- Organising and running the inter-service training of 50 trainers for the creation of a network of trainers.
- Organising and running five training programs for first line practitioners in five cities (total 125 individuals).
- Organising and running five info-days in five cities.
- Coordinating the dissemination of the project's activities.
- Authoring and publishing a textbook.
- Authoring and publishing two pocket guides for first line practitioners and other related actors and institutions.
- Producing 2000 copies of the textbook.
- Producing 2000 copies of each pocket guide.
- Producing a DVD for training purposes.
- Organising and running a concluding conference.
- Ensuring the reviewing of the project by an external body.
- Assigning and ensuring the creation of a webpage for the project by an eternal body.

### **Innovation**

Tackling radicalisation is a sine qua non of the fight against terrorism and violent extremism. Therefore, the improvement and further development of existing structures of our country is a necessary step towards that direction. The evolving trends of radicalisation cannot be countered via the traditional techniques of law enforcement. A wider approach for the prevention and countering of the phenomenon – which must include the whole range of social actors and institutions concerned - should be applied.

### **Impact**

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

This Project aims to offer continuing education, training and increase of awareness of frontline-Personnel in order to prevent the promotion of extremist ideologies, as well as forms of supporting terrorism.

### Picture



### Best Practice No. 3 - International

#### Project Title

US AND THEM (youth exchange) Programme: Erasmus+ Key Action: Learning Mobility of Individuals Action Type: Youth mobility

#### When

Start: 17-05-2018 - End: 16-12-2018

#### Where

European Union

#### Who

Coordinator: VIESOJI ISTAIGA NECTARUS

Partners: ASSOCIATION CULTURELLE ET EDUCATIVE ARC EN CIEL COMMUNE DE AIN-SEFRA, CHABIBEH SPORTING CLUB, Loesje Palestine, Centre for Research in Social Sciences and Humanities, Over the Fence

#### Website

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-1-LT02-KA105-005753>

#### Stakeholders of the project

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

Many public and private stakeholders of each partner-organization
<b>Beneficiaries</b>
The project involved 36 young people, aged 17 to 25 from Lithuania, Greece, Croatia, Palestine, Algeria and Lebanon.
<b>Financing</b>
Funded within the Erasmus+ programme
<b>Description</b>
The youth exchange project US AND THEM was held in Lithuania for 10 days. During these 10 days, we have discussed such topics as radicalisation, violent extremism, human rights, otherness, active citizenship, global citizenship, tolerance and respect. The exchange program included several main parts: introduction and deeper understanding of the main topics, campaigning in the local high schools and dissemination activities. Project goal is to acquaint young people from Lithuania, Croatian, Greece, Algeria, Lebanon and Palestine with fundamental rights, democratic values and active citizenship in order to prevent radicalisation and violent extremism and learn how to accept the differences among people and cultures.
<b>Objectives</b>
Main objectives: <ul style="list-style-type: none"><li>- Understand and analyse violent extremism and radicalisation phenomenon</li><li>- Overview each partners' country situation in the context of violent extremism and radicalisation</li><li>- promote diversity, intercultural and inter-religious dialogue, common values of freedom, tolerance and respect of human rights</li><li>- promote global citizenship</li><li>- enhance media literacy and critical thinking among young people</li></ul>
<b>Results achieved</b>
Project results: <ul style="list-style-type: none"><li>- Project activities include 16 young people with fewer opportunities</li><li>- More than 260 young people attended workshops in Trakai / Elėktrėnai schools</li><li>- Around 80 young people participated in follow-up activities in partner countries</li><li>- A long-term partnership established between European - North African - Middle East organizations</li></ul>

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

<b>Innovation</b>
US AND THEM project aims at a good coexistence in a multicultural world through dialogue, tolerance, collaboration and understanding against phenomena of radicalisation and discrimination.
<b>Impact</b>
Over recent years, the process of radicalisation leading to violent extremism has reached critical dimensions. Violent extremism and the underlying forces of radicalisation are among the most pervasive challenges of our time. While violent extremism is not confined to any age, sex, group or community, young people are particularly vulnerable to the messages of violent extremists and terrorist organizations. In the face of such threats, young people need relevant and timely learning opportunities to develop the knowledge, skills and attitudes that can help them build their resilience to such propaganda. The role of education, along with the need for co-operation across the EU's member states will ensure that, children and young people acquire social, civic and intercultural competences, by promoting democratic values and fundamental rights, social inclusion and non-discrimination, as well as active citizenship.

### Best Practice No. 4 - International

<b>Project Title</b>
CHRISCOUNTERING HUMAN RADICALISATION IN SCHOOL
<b>When</b>
Start:01-09-2016- End:31-08-2018
<b>Where</b>
Denmark, Lithuania, Poland, Italy, Spain, Hungary, Romania, Turkey and Greece
<b>Who</b>
Coordinator: PROFESSIONSHOJSKOLEN ABSALON S/I Partners: Pasvalio Levens pagrindine mokykla Szczecinska Szkola Wyzsza Collegium Balticum ISTITUTO COMPRENSIVO "F.P. TOSTI" Working with Europe/Treballant amb Europa Associació

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

KONTIKI-SZAKKEPZO SZERVEZESI NONPROFIT KIEMELKEDOEN KOZHASZNU ZARTKORUEN MUKODO RT UNIVERSITATEA DIN ORADEA ELAZIG MESLEKI ve TEKNIK ANADOLU LISESI PLATON M.E.P.E
<b>Website</b>
<a href="https://chris-erasmusplus.eu/">https://chris-erasmusplus.eu/</a>
<b>Stakeholders of the project</b>
Public and private entities coming from the nine partner-organisations
<b>Beneficiaries</b>
Youngsters in schools and specifically 25 children from five different countries
<b>Financing</b>
Funded within the Erasmus+ programme EU Grant: 213634.56 EUR
<b>Description</b>
<p>This project is an initiative with nine countries participating: Denmark, Poland, Spain, Romania, Lithuania, Hungary, Turkey, Greece and Italy. The aim of the project was to develop didactical-educational initiatives to prevent different types of radicalisation amongst children and young people in schools. This was done by engaging 25 children from five different countries, since the project aimed at implementing the children's perspective and are the key to getting an insight into why some children and young people find it meaningful to engage in radicalisation, hence gives us an insight into what initiatives need to be taken in order to prevent this.</p> <p>The CHRIS project involved young students in basic schooling from a diversity of European countries in the development of sustainable ways of countering radicalisation in schools. This involvement was based on in-depths engagement in what produces radicalisation potential in relation to teenage identity formation and through real-life and real-time community collaboration – and with the aim to build capacity to co-create the project outcomes.</p>
<b>Objectives</b>
The CHRIS project aimed at taking radicalisation prevention in schools to a didactic level and mobilize young students' hidden and unfolded knowledge to do so. It also aimed at providing youngsters with solid didactics, work forms and learning approaches that will offer

them stable and exciting narratives, identities and missions preventing them from the potential need of a radical identity and engagement. Therefore, the project aimed at taking the participating young student teams through 3 phases of capacity building and co-creation: Feeling Me Feeling School (identity), Open Schooling (reality and community) and Co-creation (design of radicalisation prevention in schools).

### **Results achieved**

Parallel with CHRIS phases, all partners are involved in the process of intellectual outputs developing:

- CHRIS Resource – CHRIS RESOURCE CENTER includes research articles and summaries of knowledge about radicalisation and prevention initiatives in schools or community, policy documents, web links and multimedia resources, guidance materials created by major anti-radicalisation stakeholders, and contributions from the CHRIS project and similar initiatives;
- CHRIS Guide – CHRIS GUIDE PACK on radicalisation prevention in school for primary and secondary schools across Europe is based on the eight key challenges. It targets a large audience including secondary and vocational students, teachers, and managers. The guide collects and organizes the raw material generated by the project's three major phases.
- CHRIS Video – is a 30 minutes CHRIS VIDEO on radicalisation prevention in school, co-created and co-produced by the young students along all three phases of the project.
- CHRIS Research – based on the project experience and knowledge creation, CHRIS RESEARCH includes recommendations for further research on radicalisation prevention in school.
- CHRIS Policy – offers recommendation for the national and European policy makers in the field of radicalisation prevention

### **Innovation**

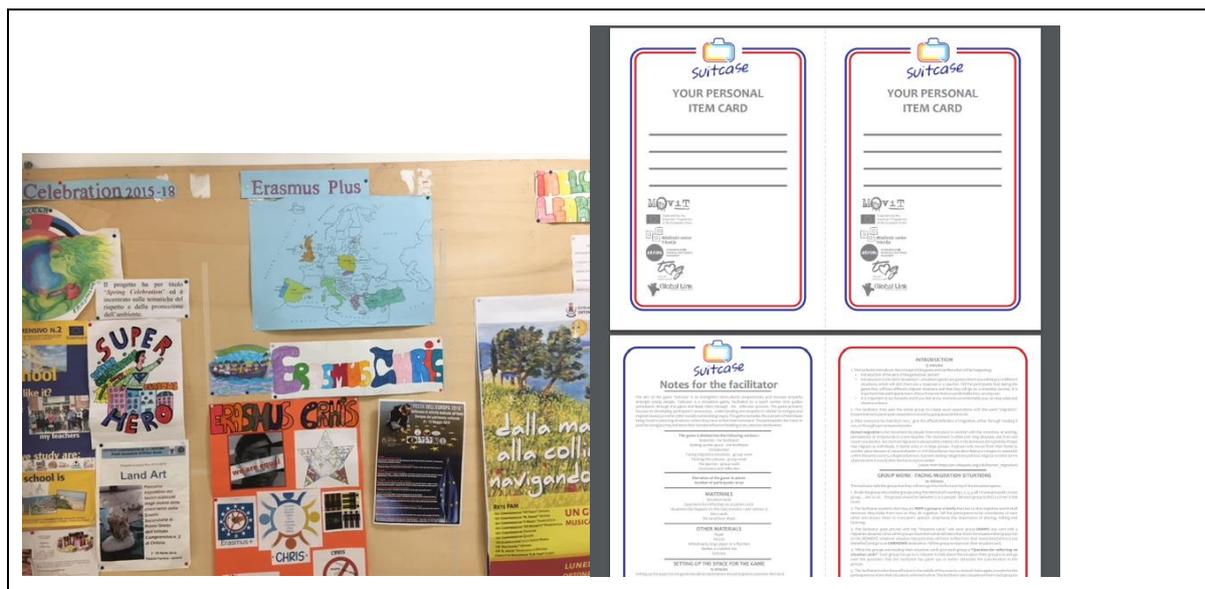
The CHRIS project will take radicalisation prevention in schools to a didactic level and mobilize young students' hidden and unfolded knowledge to do so. Therefore, the project will take the participating young student teams through 3 phases of capacity building and co-creation: Feeling Me Feeling School (identity), Open Schooling (reality and community) and Co-creation (design of radicalisation prevention in schools).

### **Impact**

The CHRIS project will involve young students in basic schooling from a diversity of European countries in the development of sustainable ways of countering radicalisation in schools. This involvement will be based on in-depths engagement in what produces radicalisation potential in relation to teenage identity formation and through real-life and real-time community collaboration – and with the aim to build capacity to co-create the project outcomes.

### **Pictures**

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES



### Best Practice No. 5 - International

<b>Project Title</b>
YCARe: Youth Counselling Against Radicalisation
<b>When</b>
Start: 01-12-2015 End: 31-01-2018
<b>Where</b>
Netherlands, Spain, Germany, Slovenia, Ireland, Greece, Slovakia and Austria
<b>Who</b>
The partnership comprises a multidisciplinary team based in eight countries: Netherlands Verwey-Jonker Instituut Austria E-C-C Verein für interdisziplinäre Bildung und Beratung Germany Kultur und Arbeit e.V. Greece GUnet Ακαδημαϊκό Διαδίκτυο Slovak Republic

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

QUALED -občianske združenie pre kvalifikáciu a vzdelávanie Slovenia Integra inštitut. Inštitut za razvoj človeških virov Spain Aldaima Asociación andaluza de apoyo a la infancia Ireland Meath Partnership
<b>Website</b>
<a href="https://www.ycare.eu/">https://www.ycare.eu/</a>
<b>Contacts</b>
<a href="mailto:info@ycare.eu">info@ycare.eu</a>
<b>Stakeholders of the project</b>
Many private and public entities from the partners organisations as well as sponsors and institutions
<b>Beneficiaries</b>
-Youth workers, youth leaders, youth counsellors -young people (adolescents)
<b>Financing</b>
EU Grant: 290361.25 EUR
<b>Description</b>
<p>YCARe is a unique international project aimed at supporting youth counsellors in preventing and combatting radicalisation. Eight countries participate in the project, Austria, Germany, Greece, Ireland, Slovak Republic, Slovenia, Spain and The Netherlands. They collect guidelines and best practices. In recent years several national and international projects have been set up to exchange and disseminate knowledge and best practices.</p> <p>YCARe's added value stems from the feedback that is collected among the youth counsellors who use the tools. A teaching environment is created in which best practices and guidelines can be improved. The idea is that young workers may eventually be better equipped if countries learn from one another.</p>
<b>Objectives</b>

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

The main aim of the project is to equip youth counsellors, youth workers and leaders and youngsters with information and skills useful to detect prevent and combat radicalisation from its early stages.

### Results achieved

The project has delivered the following outputs:

- Guidelines- A framework for counsellors to inform about targeted youth support to help vulnerable young people early to address their difficulties as soon as possible and to prevent their problems escalating, in order to prevent them from being drawn to into anti-social behaviour, crime or joining terrorist organizations and movements. Download the YCARE Project Guidelines pdf
- Toolbox- Offering a modular range of awareness raising, training and demonstration materials for youth counsellors, trainers as well as other professionals working in the field of youth counselling, particularly the use of new didactic tools combating problems such as radicalisation. Visit the YCARE Toolbox online platform
- Online Platform and Mobile Applications-Supporting the delivery of the all outputs of the project and providing new means of interaction between learners and trainers, as it supports electronic management, storage and presentation of materials, transcending limitations of space and time and creating the necessary conditions for a dynamic teaching environment.  
-YCARE Online Platform  
-YCARE Mobile App
- Awareness and Dissemination Tools- At the following link, you may find the project video, newsletters and flyers. YCARE Awareness and Dissemination Tools

### Innovation

YCARE shares existing knowledge about radicalisation that might be relevant for youth counsellors around Europe. Their products are relevant for all professionals working with young people who are vulnerable to radicalisation, or who have already been radicalised.

### Impact

More than 300 professionals filled in questionnaires. Another 300 professionals participated in the Multiplier-events. More impact is expected in the near future, since all kind of intermediary organisations who can and will spread the tools in their regular activities was reached during the project's implementation.

### Testimonials

The Radicalisation Awareness Network of the European Commission states that: "the best prevention is to stop people from getting involved in violent extremist or terrorist activities in the first place, or to convince them to turn away from such ideas and methods.... The

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

people best placed to tackle the phenomenon of radicalisation are people in direct contact with targeted individuals or vulnerable groups of population.”

### Pictures



YcARE

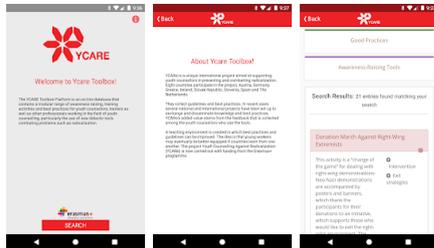
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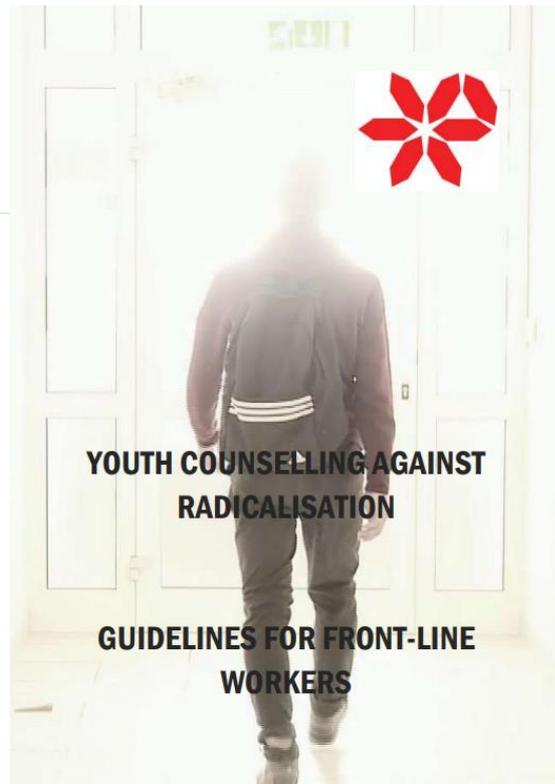
★★★★☆ 6

Add to Wishlist

Install

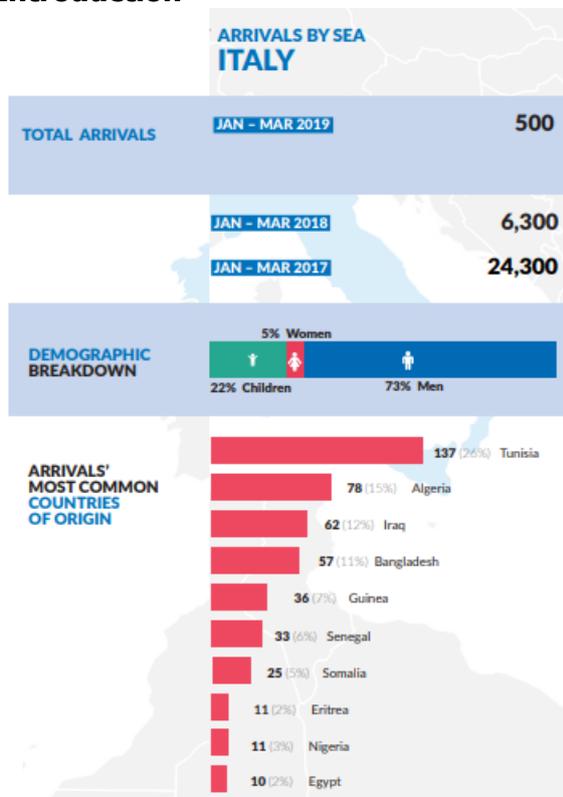


The YcARE Mobile app supports the delivery of all projects' output, training activities, awareness raising materials and best practices, for youth counsellors, trainers and other professionals working in the field of youth counselling, aiming at supporting them in preventing and combatting radicalization. YcARE (Youth Counselling Against Radicalisation in Europe) is an Erasmus+ Key Action 2 project launched in December 2015 with funding from the European Commission.



## Italy - MV International

### Introduction



Between 1 January and 31 March 2019, some 16,000 refugees and migrants arrived via the three Mediterranean routes from North Africa and Turkey. Most crossed the Eastern Mediterranean from Turkey. Arrivals in 2019 most commonly originated from Afghanistan, Morocco, Guinean and Mali.

In 2019, 59% of arrivals were men, 17% women and 24% children.

Due to the high risks associated with crossing the Mediterranean Sea, it is estimated that some 351 refugees and migrants have died between January and March 2019, a 30% decrease as compared to 503 deaths in the same period in 2018. Most deaths occurred along the route from North Africa to Italy.

A total of 10,787 children (93% boys and 7% girls) were present in shelters for UASC run by

State authorities and non-profit entities at the end of December 2018.

Unaccompanied and Separated children - Age breakdown



### Context

It is not possible to identify a single cause or even a single combination of factors that can lead to a radicalisation process in Italy. It is rather a mixture of different elements, specific for each individual: exposure to a radical environment (family environment, peer group,

places of detention, religious environment); feelings of discontent and frustration; experiences of discrimination and social exclusion; the sense of humiliation, oppression and injustice; factors of individual vulnerability; identity problems; possible psychological problems; personal trauma; ideological factors; social issues.

Age is an important risk factor, considering that young people are one of the most vulnerable groups to extremism, as they are more easily influenced by manipulative ideas.

The propaganda action of right extremist groups is focusing, in particular, on the issue of migratory "emergency" in order to gain consensus and visibility by leveraging the intolerance and malaise of the part of the population affected by the economic crisis. In this context, there is an increase in hate crimes linked to intolerance, xenophobia, racial hatred and discrimination, which is evolving into violent acts, including several attacks on immigrant reception centres.

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

According to OSCE - Office for Democratic Institutions and Human Rights (ODIHR), reports and charges about hate crimes reported by official Italian sources were 555 in 2015 and 803 in 2016. Of these, hate crimes based on racism and xenophobia were 369 in 2015 and 286 in 2016.

### Policies

The bill S.2883 "Measures for the prevention of radicalisation and violent extremism of jihadist matrix", approved of the Parliamentary Assembly of the Chamber of Deputies on 18 July 2017 and then forwarded to the Senate for the further examination procedure, constitute the only effort made in order to contrast this phenomenon. Furthermore, the tools of "social prevention" considered in the bill are focused mainly on radicalisation and violent extremism "of jihadist matrix" which constitute a gap in the system, due to the presence of different types of radicalisation related and inter-connected to peculiar issues.

Most effective articles of the bill in matter of social engagement are the following:

- Art. 2, establishment of the National Center on Radicalisation (CRAD), with the task of preparing annually "the national strategic plan for the prevention of radicalisation and adherence to violent extremism of jihadist origin and the recovery of those involved in the phenomena of radicalisation "(Art. 2 co. 2 °), to promote intercultural and interreligious dialogue, the sharing of the principles of religious freedom and secularism and all the "fundamental principles of the Constitution as well as the contrast of all forms of racial, ethnic, religious, gender and sexual orientation and practices that affect the physical integrity, dignity and rights of people"(Art. 2 co. 3 °).
- Art. 7, provision of specialized training activities aimed, among others, at the personnel of the police and the armed forces, the staff working inside the prisons, the school staff, the operators and operators of social services and socio medical.
- Art. 8, elaboration of guidelines on intercultural and interreligious dialogue by the National Observatory for the integration of foreign students and for inter-culture, a body established by decree of the Minister of Education, University and Research 5 September 2014, n. 718, aimed at preventing radicalisation in the school environment by promoting in-depth knowledge of the principles of the Constitution and the culture of tolerance and pluralism. The possibility of entering into agreements with universities, institutions, bodies, associations or agencies operating in the territory is introduced, for the development of common initiatives by the networks of schools belonging to the same territorial area. It is established that, starting from the 2017/2018 school year, the National Teacher Training Plan provides training and refresher courses aimed at "increasing the knowledge and skills of global citizenship for school integration and intercultural education" (Art. 8 co. 5 °).
- Art. 9, with reference to the university and post-university world, funding is granted for the coverage of "projects for university and post-university training of professional figures specialized in preventing and combating radicalisation and violent extremism of jihadist matrix" and in interreligious dialogue.

The recent initiative of the Ministry of the Interior also fits into the perspective of preventing and combating jihadist-style radicalisation: the "National pact for an Italian Islam, expression

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

of an open and integrated community, adhering to the values and principles of the Italian legal system" was sealed the 1<sup>st</sup> February 2017. The pact establishes a cooperation between the Italian government and the representatives of the Islamic associations and communities in Italy in order to promote a peaceful dialogue among citizens and to enforce the integration of the Islamic population in micro-realities with the consequent proportional achievement in the macro-reality constituted by the Nation, as well as tackling the currently spreading radicalisation phenomenon.

### Programmes/Projects

- Leon Battista Alberti Association – TURIN

Islam. Roots, foundations and violent radicalisation.

Website: [Priority-Report Format-Secondary-Data-Research Article.docx](#)

The project comes from WorkTable 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 radicalisation 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.

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.

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.

- University of Bergamo

Website: <https://en.unibg.it/>

Master course "Prevention and combating radicalisation, terrorism and for international integration and security policies"

- Erasmus+ Programme: in the project results platform there are 127 projects (from 2016 to 2019) regarding radicalisation, in which Italy is coordinator or partner, of which 13 were awarded from the European Commission as "Good Practices".

### Conclusions

Even if the Italian government is cooperating with the Islamic community in order to strengthen the integration process and foster the intercultural dialogue, for instance the aren't

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

specific centralised programmes which are part of the educational system aimed at preventing radicalisation phenomenon among youth.

It is unavoidable that further engagement and effort in educating the young generations are necessary in order to enact a continuous process of active engagement of the youngsters as protagonist of a social change in their micro-realities.

Regarding the radicalisation aspect, it is necessary to educate young people in identifying the different types of radicalisation and their roots as well as their social and political effects and consequences. The National educational system should be fully involved and engaged in this process, together with the youth association, NGOs and youth centres with the common goal of stimulating critical thinking skills, empathic and tolerant behaviour as well as stimulating their active engagement in promoting these values among their peers and the rest of the community.

As shown in the Erasmus+ Programme results platform, Italy is quite an active country in matter of involvement in projects concerning the topics addressed in this article. Best practices learnt/acquired internationally should be translated in the National scenario as well as in the regional and local micro-realities as milestone for initiating a concrete process of prevention and tackling of youth radicalisation phenomenon.

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

### Best Practice No. 1 – National

<b>Project Title</b>
RadicalisatiOFF
<b>When</b>
Start date: 01-01-2019 – End date: 31-10-2019
<b>Where</b>
Italy
<b>Who</b>
Centro Studi Sereno Regis
<b>Website</b>
<a href="https://www.radicalisatioff.org/">https://www.radicalisatioff.org/</a>
<b>Contacts</b>
VIA GARIBALDI 13 10122 TORINO Piemonte <a href="http://www.serenoregis.org">http://www.serenoregis.org</a>
<b>Stakeholders of the project</b>
Associazione culturale Comala ALTERA Islamica delle Alpi Associazione Minollo Cooperazione Sociale nella Città Giosef Torino - Marti Gianello Guida A.P.S. COOPERATIVA VALPIANA ASSOCIAZIONE SPORTIVA DILETTANTISTICA BALON MUNDIAL ONLUS Educadora Onlus ASSOCIAZIONE TEDACA SERVIZIO CIVILE INTERNAZIONALE

<b>Beneficiaries</b>
375 young people (of which 35 with fewer opportunities) and 7 political decision makers and 15 youthworkers
<b>Financing</b>
30.966 €
<b>Description</b>
<p>The Radicalisati-OFF project foresees the realization of a structured dialogue event lasting 2 days, on 4 and 5 June 2019. The objectives of RadicalisatiOFF: Turn off hate in the City! are:</p> <ul style="list-style-type: none"> <li>- tackle the fight against violent youth radicalisation starting from the 2018 Youth Goals elaborated at European level, declining them on the specific situation of Turin and on the specific theme of violent youth radicalisation, strengthening the collaboration between local institutions, associations working with young people and young people themselves .</li> <li>-promote the comparison, according to the principles of non-formal education, between young people and political decision-makers on active youth political policies that counter the spread of xenophobic, violent and anti-democratic ideologies and movements among the youth population, in spaces where youth policies of Cities are expressed, the Centers of Youth Protagonism.</li> </ul> <p>The project involves 11 partners between associations and Centers of Youth Protagonism, these are the tool through which the City of Turin has expressed, over the years, its youth policies, are physical places, distributed in different neighbourhoods of the city, born for to allow young people to meet and experiment together their own passions and interests, but also as links of conjunction and communication between young people and citizens' institutions.</p> <p>In March 2018 the European mayors met in a "Building Urban Defences Against Terrorism" conference, it is the first time that there has been a political acknowledgment of the fact that the fight against violent radicalisation must take place primarily at the local level. We believe that it is at the local level, primarily in the field of youth policies, that investments can be made to reduce the so-called push-pull factors and build a network between civil society actors and institutions so that spaces dedicated to youth are free from any form of violent ideology and act as preventive factors of this phenomenon.</p> <p>For this reason, we have turned to the Youth Goals 2018, to see if at the European strategic level there were some interesting indications on how youth policies could make a contribution to the prevention of the phenomenon of violent youth radicalisation.</p> <p>The project is structured in 3 phases:</p> <ol style="list-style-type: none"> <li>1.preparatory Preparatory activities all share the methodology of non-formal education but present different types, forms, times and spaces. In all cases, young people will be enabled in this phase to document themselves on the topic, to study it in their own context of life,</li> </ol>

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among the peers, and finally to draw up proposals that will be presented in the context of structured dialogue.

2.The structured dialogue in which the first day focuses on the presentation and sharing of the results of the in-depth work and research-action of the preparatory phase and the second day is dedicated to the discussion and elaboration of the guidelines that will constitute the final product of RadicalisatiOFF

3.dissemination of the guidelines that should characterize the youth spaces and the associations attended by young people so that they are "RadicalisatiOFF", a sort of "brand" that identifies the institution as free from any violence and discrimination and adheres to the indications that young people.

Once the guidelines that define the RadicalisatiOFF brand are built, the City undertakes to make them its own, as an integral part of its youth policies, first of all by applying and promoting them in all the Youth Protagonist Centers, after the project it will be possible to monitor the level of implementation guidelines at CPG level

### Objectives

Some of the objectives are particularly relevant to our theme, so the RadicalisatiOFF work themes are those inspired by the 2018 Youth Goals:

- Knowledge of the values and the functioning of the European Union as an antidote to violent narratives (ob 1.)
- Promotion of gender equality as prevention of radicalisation (see 2)
- Promotion of an inclusive society and the fight against discrimination as a reducer of push factors (ob.3)
- Access to correct information, media literacy and contrast to the I speech (ob 4)

Non-formal education as prevention of radicalisation (Section 8)

- Center for Youth Protagonism as channels for youth participation (ob 9)
- Promotion of young people's access with fewer opportunities for youth associations and European programs (11)

### Results achieved

From March to the end of May 2019 all the young people of Turin were invited to participate in the preparatory activities that will be carried out on the territory, organized by the project partners.

Implementation of the event: 29-30 May 2019

Achieved GOALS: active involvement of the youth in leading activities aimed at preventing radicalisation in the period before the event and active involvement of policy makers.

Agora: first day

The Agora was the space of political confrontation in ancient Greece and is the space of comparison also for the Radicalisati OFF project. All the young people who participated in the project met together for the first time.

The Agora is a first gym where young people presented to their peers what they did in the months preceding the structured dialogue: each group prepared a participatory activity in which to tell, even with creative means, what he did and his proposal for a city of young people free from all forms of violence. The day was structured as a "fair" so that everyone could cyclically present the collective work but also go and listen to the other groups present.

A TuXTO: second day

The proposals developed by the young people in the preparatory activities and enriched by the stimuli coming from all the participants in the activity of Agorà were discussed with political decision makers and representatives of the City of Turin.

An informal context, Word Cafè, interviews and comparisons with political decision-makers and violent extremism experts, the young people had the opportunity to meet in a climate of trust and mutual support.

The discussions revolve around the 7 themes developed starting from the Youth Goals and are still an occasion for reflection and analysis on local policies for young people.

Each workshop was also organized to receive feedback, further thoughts and additions that could enrich the proposal that each group brings within the structured dialogue.

### **Innovation**

"Turn off hatred in the city", funded by the European Union's Erasmus + program in the Call 2018 3 KA3 - Support for policy reform, is a training, discussion and sharing path among the young people of Turin, the partner associations that act on the territory, the Youth Protagonism Centers and the public city institutions, with the objectives of:

- to find together new ways to stem the phenomena of radicalisation in the spaces that the City reserves for young people;
- dialogue with public institutions to approve policies to support youth actions against hatred;
- to put young people at the center of the theme, ensuring them a space for community and creative expression.

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To prevent an increasingly stringent evolution towards security and punitive policies towards young people, we must go back to listening to them / listening to them and creating the necessary bridges with the institutions to experiment with what could become good practice even at national level.

As the theme is a priority in the districts of Turin as at European level, RadicalisatiOFF is the test bed for experimenting with collaborations and complementarities necessary to promote a culture of peace at local and European level.

### Pictures



## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

### Best Practice No. 2 - National

<b>Project Title</b>
I SPORT – Inclusive Sport Project Opposed to Radicalisation Tenets
<b>When</b>
01/01/2018 – 31/12/2018
<b>Where</b>
Italy
<b>Who</b>
CEIPES: International Centre for the Promotion of Education and Development
<b>Website</b>
<a href="https://ceipes.org/it/project/i-sport-inclusive-sport-project-opposed-to-radicalisation-tenets/">https://ceipes.org/it/project/i-sport-inclusive-sport-project-opposed-to-radicalisation-tenets/</a>
<b>Contacts</b>
Sara Cicero saramaria.cicero@ceipes.org
<b>Stakeholders of the project</b>
University Sports Center of Palermo – CUS Palermo Department of Psychological, Pedagogical and Educational Sciences of the University of Palermo "Istituto Malaspina" Juvenile detention centre of Palermo Associazione Studenti Stranieri (Foreign Students Association) Comunità Ivoriana in Sicilia Municipality of Palermo SPRAR centers in Palermo city (Refugee Reception Centers)
<b>Beneficiaries</b>
100 youngsters, from 16 to 25 years of age, from all genders, are included young inmates, refugees and young migrants, as well as young locals
<b>Financing</b>
European Commission – DG Education and Culture – Sport Policy and Programme

EAC – Monitoring and coaching, through sports, of youngsters at risk of radicalisation
<b>Description</b>
<p>The project “I Sport-Inclusive Sport Project Opposed to Radicalisation Tenets”, reunited the Center of Detention of Minors Palermo, the Centers for Refugees and Asylum Seekers, as well as the University Sport Center CUS Palermo and the University of Studies of Palermo, in a collaboration with the goal of fighting the radicalisation phenomenon in the more difficult Palermitan areas, promoting the integration and appreciation of the cultural differences through sport practice. In a target group formed by 100 youngsters, from 16 to 25 years of age, from all genders, were included young inmates, refugees and young migrants, as well as young locals, that participated in sport modalities like athletics, football of 5 and volleyball, where, thanks to the work of teachers and coaches, the values of solidarity, sharing and team work were underlined, and the youngsters experienced the importance of being part of a group, no matter the social, cultural or religious background of its members. The sessions, that included a stage of sport training and formation and another of non-formal education, finished with a tournament in the CUS of Palermo, where the youngsters had the opportunity to show their skills and talents to local, regional and national sport clubs representatives invited to the event.</p> <p>Activities realized within the project were the following:</p> <ul style="list-style-type: none"> <li>A sports training course based on three sports: Athletics, Volleyball and 5-a-side Soccer;</li> <li>A training course based on non-formal education;</li> <li>A final tournament of the three sports practiced;</li> <li>Creation of a manual on sports training and social inclusion.</li> </ul>
<b>Objectives</b>
<p>Objectives of the project were to:</p> <ul style="list-style-type: none"> <li>- Eliminate the physical and cultural barriers that prevent young people, the youth living in prisons and / or reception centers for migrants, from participating in sports activities with other local youngsters;</li> <li>- Awaken and disseminate the values of sport among young people living in prisons and reduce the phenomenon of radicalisation, offering them an alternative to violence and loneliness;</li> <li>- Provide young people with fewer opportunities with solid knowledge and skills, through a 9-month training course, so that they can make the best use of the sport in their lives;</li> <li>- Through sports participation, highlight important European values such as gender balance, loyal cooperation and social acceptance;</li> <li>- Bring together young people from different backgrounds (prisoners, local youths, migrants and refugees) and religions (Muslims, Christians, Hindus) and cooperate in the final tournament.</li> </ul>

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<b>Results achieved</b>
Results achieved within the project are the following: <ul style="list-style-type: none"><li>• "Guidelines on the results of basic training", a guideline identifying the minimum expected results and the overall impact;</li><li>• Creation and improvement of awareness of the positive impact sport on promoting positive social and individual behaviours, with benefits at local, regional, national and European level;</li><li>• Achievement of a greater awareness in the challenge against radicalisation, not only for society as such but also for individuals who fall into this reality.</li></ul>
<b>Innovation</b>
This project not only improved the knowledge and skills of the participants about the themes discussed, it also provided the tools to reflect on their values and attitudes when it comes to disadvantaged youngsters, refugees and migrants. Besides, it was an opportunity to get to know and understand the importance of the valorisation of the cultural differences, resulting in a time to grow. About the intercultural dimension, the project offered a fruitful ground to get to know different cultures and realities, that now more than ever, need to be included without being annihilated.
<b>Pictures</b>


### Best Practice No. 3 - International

<b>Project Title</b>
CORPLAY - COUNTER RADICALISATION, PLAY SPORT
<b>When</b>
Start: 01-01-2018 - End: 31-12-2019
<b>Where</b>

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

Greece, Portugal, Bulgaria, Italy and Turkey
<b>Who</b>
KYTTARO ENALLAKTIKON ANAZITISEON NEAON KEAN
<b>Website</b>
<a href="https://www.corplay.eu/">https://www.corplay.eu/</a>
<b>Contacts</b>
PATROKLOU 57 131 22 ILION ΑΤΤΙΚή (Attiki) <a href="http://www.kean.gr">http://www.kean.gr</a>
<b>Stakeholders of the project</b>
DIMOS EVROTAS ROSTO SOLIDARIO - ASSOCIACAO DE DESENVOLVIMENTO SOCIAL E HUMANO SDRUZHENIE SHANS I ZAKRILA UNIONE SPORTIVA MARIA AUSILIATRICE ASSOCIAZIONE DILETTANTISTICA HACETTEPE UNIVERSITESI
<b>Beneficiaries</b>
Sport organisations, youth
<b>Financing</b>
393.530 EUR
<b>Description</b>
CORPLAY is a collaborative platform for learning and awareness raise, developed with the scope of enhancing the role of sport in preventing youth radicalisation, by developing a sport grassroots innovative approach to tackle intolerance, xenophobia and discrimination leading to extremism, while increasing youth participation in sport. By the end, the project provides positive messages and new sport-based counter narratives, thus to change and innovate the perception of sport organizations' role in the contemporary society and in one of the most pervasive challenge of our time: radicalisation and extremism.

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<b>Objectives</b>
<p>Aware about the role of sport in facing societal challenges and, considering the gaps existing amid this potential and the actual capacities of grassroots sport organizations to monitor youths at risk, recognising the signs of radicalisation, and take the right measures, CORPLAY offers:-a new Knowledge and Awareness Framework;-a set of Learning Models and Tools, including Open Educational Recourses; - methodological guide; designed to:- raise awareness and abilities of coaches, sport managers, PA trainers and youth organizations;-improve coaches and referees abilities to leverage on sport values of fair play and to endorse a more inclusive society based on equality and no discrimination.</p>
<b>Results achieved</b>
<p>“Call for Stories” event: The event took place at the University of Padua and involved students, researchers and project partners. It was a good opportunity to frame the topic of the relation between radicalisation, de-radicalisation and sport. The situation in five European countries was presented and to gain knowledge on the theme and on the complex dynamics to be addressed, the call for stories was launched.</p> <p>What’s bugging you? – the CORPLAY Campaign: On 12th April, in Santa Maria da Feira (Portugal) Rosto Solidário launched the CORPLAY Pilot Campaign, an awareness raising campaign called What's bugging you?.</p> <p>The event took place during the Annual Sports Gala in a close partnership with the Municipality. The Gala gathers together the key local, regional and national sports and education stakeholders and authorities to acknowledge the achievements within different types of sports throughout 2018.</p> <p>The Campaign What bugging you? consists of a set of seven “bugs” and a poster. On one hand, each "bug" represents metaphorically a type of discrimination that can lead to radicalisation, such as: Gender discrimination, Discrimination based on political affiliation and ideology, Ethnic Discrimination, Racial Discrimination, Religion and belief discrimination, Disability discrimination, Social-class discrimination. On the other hand, the poster brings together all seven bugs and dares people to question perception, unable triggers of prejudice and challenge the drivers of discrimination.</p> <p>The campaign is based on the findings of the analysis of Stories of Radicalisation and Counter-Radicalisation collected in Bulgaria, Italy, Greece and Portugal in the end of 2018.</p>
<b>Innovation</b>
<p>CORPLAY overall project objective is to enhance the role of sport in preventing youth radicalisation, by developing a sport grassroots innovative approach to tackle intolerance, xenophobia and discrimination leading to extremism, while increasing youth participation in sport.</p>

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

In this context the project aims at understanding the role of sports in both radicalisation and de-radicalisation processes and at arranging learning and awareness tools for grassroots coaches, referees sport managers, physical activity teachers and various stakeholders, while developing a CORPLAY perspective for policy recommendations.

### Impact

The CORPLAY Perspective (Counter Radicalization, PLAY sport!) and Collaborative Learning Platform produce a much more resilient community, where sport and youth organizations, and local stakeholders collaborate to face contemporary societal challenges, through and in sport.

### Testimonials

<https://www.corplay.eu/stories/>

### Pictures



## Best Practice No. 4 – International

### Project Title

INCLUSION OF REFUGEES THROUGH SPORT

### When

Start: 01-09-2016 - End: 31-08-2019

### Where

Denmark, Germany, UK, Italy and Sweden

### Who

INTERNATIONAL SPORT AND CULTURE ASSOCIATION

### Website

<https://irts.isca.org/>

### Contacts

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

VESTER VOLDGADE 100 2 1552 KOBENHAVN Hovedstaden <a href="http://www.isca-web.org">http://www.isca-web.org</a>
<b>Stakeholders of the project</b>
DEUTSCHER TURNER-BUND EV STREETGAMES UK UNIVERSITY OF KENT Sisu Idrottsutbildarna Gymnastikhoejskolen i Ollerup UNIONE ITALIANA SPORT PER TUTTI
<b>Beneficiaries</b>
Sport organisations, refugees
<b>Financing</b>
207.741 EUR
<b>Description</b>
<p>Inclusion of Refugees through Sport is taking a different approach by aiming to strengthen European cooperation in the field of adult learning to enhance inclusion of refugees at the level of civil society organisations. Successful inclusion of the high number of refugees into the European societies is an ongoing agenda that will demand commitment and solutions in the longer term. It is the premise of this project that sport and physical activity organisations in particular, as the biggest civil society sector in the world, can play an important role in providing learning opportunities and taking a holistic approach to successful inclusion of refugees into the European societies. When engaging in sport and physical activities, participants for instance acquire positive life skills, attitudes and values. Moreover, non-formal educational and training activities carried out by sports organisations further enhance leadership and organisational skills and can make important contributions to the learning, self-esteem and, ultimately, employability of the individual participants involved.</p>
<b>Objectives</b>
The specific objectives are:

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Objective 1 - To build the knowledge base for informal and non-formal learning opportunities for societal inclusion of refugees via physical activities and sport;

Objective 2 - To build capacities in participating organisations and develop tools to deliver informal and non-formal learning opportunities for the target group;

Objective 3 - To establish and run a broad thematic network of organisations working in the field;

Objective 4 - To disseminate results and widen the impact of the project;

### Results achieved

#### IMPLEMENTATION GUIDE FOR INTEGRATION OF REFUGEES THROUGH SPORT

This implementation guide is designed to introduce you to the topic of Integrating Refugees Through Sport by looking at the relevant theory that is the foundation for the area, the present situation – specifically in Europe, as well as the challenges and barriers that NGOs, sports clubs and other organisations or individuals often face when implementing or running an IRTS programme. This guide looks at the issue from the perspective of those involved: the refugees. Therefore, it also includes an overview of the barriers and challenges through the eyes of those displaced and trying to build a new life in a new land. Potential solutions to these issues are also examined.

#### INTEGRATION OF REFUGEES THROUGH SPORT - GOOD PRACTICES

Consortium gathered 24 examples from countries all over the world, which demonstrate tried-and-tested activities, initiatives and projects that have been successful, and could in turn serve as an inspiration and example to learn from when you are creating your own initiative or activity within your local community.

### Innovation

At least 22 organisations will form a network by the end of the project and test the project's resources before they are disseminated. The ultimate target group of the project is refugees that have arrived in Europe. Since the handling and status of refugees, including their availability to engage in various civic actions differ a lot between the different European member states, the project will from the outset take an inclusive approach to defining the target group. As the project progresses, learnings are expected to emanate as to how various subsets of the ultimate target group can engage in the learning opportunities provided in the grassroots sport setting. It is expected that approximately 4900 refugees will be directly involved in the project's activities.

### Impact

The project aims to maximise the impact on the target group by increasing the capacity of the grassroots sport organisations that can reach out and provide informal and non-formal learning opportunities, with a starting point in the project consortium. By creating a platform for continued and expanded organisational collaboration on this emerging issue, the project will also impact further organisations and thus potentially impact the systemic level by

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showcasing and enabling the grassroots sport sector to deliver relevant, informal and non-formal learning opportunities for the inclusion of refugees to achieve wider societal benefits.

### Testimonials

<https://irts.isca.org/stories/>

### Pictures



### Best Practice No. 5 – International

Project Title
FOOTBALL3 FOR RESPECT!
When
Start: 01-01-2017 - End: 31-12-2018
Where
Germany, Poland, UK, Ireland, Spain, Hungary, France, Portugal, Bulgaria, Czechia and Italy
Who
STREETFOOTBALLWORLD GGMBH
Website
<a href="https://www.streetfootballworld.org/">https://www.streetfootballworld.org/</a>
Contacts
WALDENSERSTRASSE 2-4 10551 BERLIN

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

BERLIN
<b>Stakeholders of the project</b>
<p>MSIS MLODZIEZOWE STOWARZYSZENIE INICJATYW SPORTOWYCH  RHEINFLANKE GGMBH  ALBION IN THE COMMUNITY  FARE NETWORK LTD  SPORT AGAINST RACISM (IRELAND) LIMITED  FUNDACION RED DEPORTE Y COOPERATION  OLTALOM SPORTEGYESULET  ASS SPORT DANS LA VILLE  SPORT 4 LIFE UK  CAIS - ASSOCIACAO DE SOLIDARIEDADE SOCIAL  SHUMENSKI UNIVERSITET EPISKOP KONSTANTIN PRES LAVSKI  INEX - SDRUZENI DOBROVOLNYCH AKTIVIT Z S  ASSOCIAZIONE SPORTIVA DILETTANTISTICA BALON MUNDIAL ONLUS</p>
<b>Beneficiaries</b>
Sport organisations, migrants, youth
<b>Financing</b>
375.569 EUR
<b>Description</b>
<p>Football3 for Respect! was a pan-European project which aimed to tackle, through innovative means, many structural and societal issues in today's society, such as discrimination, crime, violence, radicalisation along with mental and physical health problems, that Europe's young people - especially migrants, refugees, and those with fewer opportunities - face.</p> <p>Indeed, the project addressed such issues through the use of sport, specifically, football. Sport can be an effective tool to tackle societal issues – such a notion is declared, for instance, in the EC White Paper on Sport. Given its low threshold, high accessibility, highly engaging nature and its capacity to bring people together, sport is a powerful tool when delivered in the right framework.</p>
<b>Objectives</b>

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- Successful training resources and methodologies that tackle violence, intolerance and discrimination in sport were collected, shared and transferred to further develop, and make accessible on a wider scale via the football3 Training-of-Trainers modules, a European distance-learning resource.
- The participating organisations were capacitated to become European knowledge hubs themselves for this methodology, and act as multipliers for football3.
- During 5 Transnational Project Meetings, site visits and exchanges took place allowing participating organisations to learn about and implement good practices from across the continent.
- The project partners were engaged in the development of a shared Monitoring and Performance Measurement Framework, to facilitate on-going learning/development processes for European-wide implementation.
- The above processes ensured that opportunities for organisational learning were maximised during and after the project, and help foster deeper, long-term connections/synergies between the project partners.

### Results achieved

Over the course of the 24-month project, a Training-of-Trainers toolkit on the football3 methodology was developed and made available freely, online in multiple European languages. This toolkit presents implementable modules and additional resources to guide trainers in educating sportspeople, coaches, managers, and young leaders in how to implement and lead football3 trainings and programmes, allowing them to become multipliers of an innovative methodology that promotes tolerance, dialogue and understanding. During the life of the project, 535 individuals were recipients of training based on this toolkit while another 12.031 sportspeople were direct participants in football3 programmes.

### Innovation

The football3 methodology, central to football3 for Respect!, offers such a framework. Named after its 'three halves' –a pre-match discussion, football game, and post-match discussion – football3 incorporates key life lessons into every match. Ideally played in mixed-gender teams, players collectively decide on the rules before the game. Following the session, they reflect on their behaviour and the behaviour of their opponents, with points awarded for goals as well as for fair play. As football3 is played without referees, players must learn how to resolve conflicts themselves through dialogue and compromise.

### Impact

Finally, the football3 methodology was further disseminated at the European level through 42 media outlets, such as official websites, social media platforms and blog posts, as well as through festivals, legacy and multiplier events (4.2, 4.3, 4.4) that allowed us to reach further sportspeople and influencers. This, combined with the sustainable, open and free

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access to project outputs, has elevated football3 to the European level as a key methodology to use football as a tool to promote tolerance, respect, and understanding. As of today, 80% of European organisations in the street football world network use football3, and the methodology will be scaled up even further around the continent through the upcoming 'football3 for all' project, funded by Erasmus+ under key action 3.

### Pictures



### Italy - Centro Per Lo Sviluppo Creativo Danilo Dolci

#### Introduction

Terrorism and radicalisation processes are phenomena that concern the majority of European countries. Italy has not experienced direct attacks on its territory and the number of foreign fighters is lower than in other European countries (130 in Italy; 1900 in France; 1000 in the UK and Germany; 500 in Belgium). However, the country has a historical and political role in the processes of radicalisation present in Europe. We can cite some fundamental historical examples such as the Egyptian and Maghreb networks based in Lombardy during the Bosnian conflict; in that period a mosque in Milan was the hub of all the volunteers who wanted to fight and leave for Bosnia in defence of the Muslims. Other exempla are the first jihadist suicide attack in Europe: a car bomb led by an Egyptian resident in Milan against a Croatian police station in Fiume/Rijeka in 1995. In 2005, during the war in Iraq, there was also a strong mobilization against the American troops and the new-born Iraqi government of the immediate post-Saddam period. On that occasion, few left Italy, but among them having participated in some of the first and bloodiest attacks perpetrated by al-Qaeda in Iraq.

#### Context

The foreigners in Italy are, at all, little more than 6 million. Analysing this data, we must take into account:

- Immigrants residing in Italy, which are 5,065,000 according to the latest Istat data updated to January 1, 2018.
- The data includes all foreigners, including people from other countries of the European Union. There are about 3.5 million non-EU foreigners, i.e. those who come from third countries and are perceived as real "foreigners" on Italian territory.
- Foreigners who are regular but not resident, i.e. who have a regular residence permit but are not registered in the registry office of any Italian municipality. According to the calculations of the Twenty-fourth Report on Migration 2018 of the ISMU Foundation, this is about 450 thousand people.

Therefore, we can say that there are about 5.45 million legal foreigners in Italy and 167 thousand refugees. This data lacks the number of two categories of migrants: asylum seekers and irregular migrants, because there are no official sources that establish the exact number.

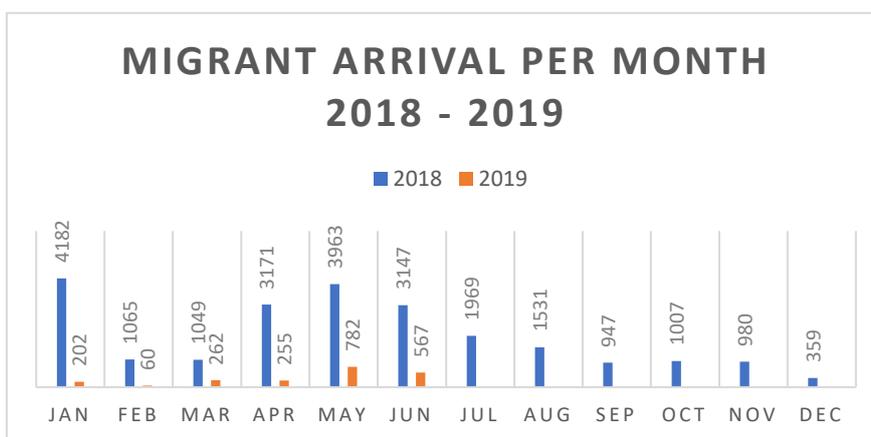
In our country, the presence of unaccompanied minors among those who landed remains significant in relative terms: in the first nine months of 2018, they accounted for 15% of the total (i.e. 3,330 minors arrived between January and 15 October). In the first nine months of 2018, 3,343 minors applied for asylum. Among the approximately 71.000 applications examined between January and September 2018, the decision of non-recognition prevails. Denials represent almost two thirds of the results (an increase compared to last year), 5 thousand migrants have obtained refugee status (7% of the total), while humanitarian protection grants continue to be prevalent in our country (over 18.000 cases) and in 3.000 have obtained subsidiary protection.

With the fall in arrivals by sea, the impact on the reception system has decreased: if on 31<sup>st</sup> of December 2017 183,000 migrants were present in the structures (the highest figure in

recent years), on 31 October 2018 presences had fallen to 146,000. As far as returns to the country are concerned, from first of August 2017 to 31 July 2018, 6,833 forced returns were carried out - in the same previous period, there were 6,378 - and 596 assisted voluntary returns. One-hundred- eight people were expelled from Italy for security reasons, while 96 people were expelled for the same reasons in the period 1 August 2016-31 July 2017.

There are more than 5 million foreign residents in Italy as of January 1, 2017. The country has a gradual growth of foreign residents, with an increase of 24.5% compared to 4 million residents in 2012. The age group most represented is between 25 and 50 years, to which is added a high percentage of under 25.

- Statistics

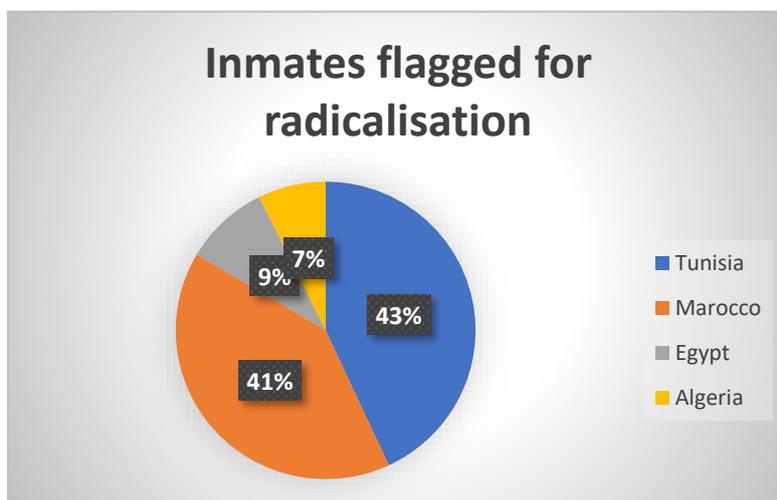


According to the UNHCR Italy Weekly Snapshot updated to June 9, 2019, monthly arrivals from 2018 to 2019 show a radical difference and trend in migration flows. Among the countries of origin in the last 12 months came mainly people from Tunisia (2.8 thousand people, 22% of the total) followed by Iraq (1.5 thousand people, 12%), Pakistan (10%), Eritrea (8%) and Algeria (7%), followed by Sudan, Guinea and Bangladesh.

Considering only 2019, people from Tunisia (347 people), Pakistan (232), Algeria (201), Iraq (165) and Bangladesh (145) arrived. Vertical collapse of the arrivals from the countries of sub-Saharan Africa. Think that 26 people have arrived from Nigeria since the beginning of the year, 18 thousand arrived in 2017, and 36 thousand in 2016.

As for the gender and age of the people landed, 72% of the people who arrived on the Italian coast in the last 12 months are male; women are 10%, children 18% - mostly unaccompanied minors.

With regard to the risks of radicalisation in Italy, a very important aspect to analyse is the phenomenon of radicalisation within prisons. With regard to this, there is a strong monitoring by the forces of law and order, in particular,



by the C.A.S.A. Committee for Strategic Analysis against Terrorism, formed by the Police, the Carabinieri (national gendarmerie), the Italian Intelligence Agency and the participation of the Financial Police and the Department of the Prison Administration (DAP). According to the Report of the Ministry of Justice Administration of 2018 to October 2019, 66 detainees who were either awaiting trial or already sentenced for crimes related to "international Islamic terrorism". The 66 individuals detained for jihadist extremism have been placed in special designated sections in the prisons of Rossano (in Calabria, southern Italy), Nuoro, and Sassari (both in Sardinia), while a female section in the prison of L'Aquila (in Abruzzo, central Italy) houses two female detainees.

According to the 2019 official report, as of October 19, 2018, there were a total of 478 individuals flagged for radicalisation in Italian prisons, compared to the 506 of the previous year. These 478 individuals mainly hail from Tunisia (27.7%), Morocco (26.07%), Egypt (5.91%) and Algeria (4.68%).

### **Policies**

In recent years, the citizenship, immigration and reception system has been at the center of Italian politics and public opinion; between February 2017 and December 2018, substantial changes were made in particular to the asylum Italian system. The two central decrees were the Minniti-Orlando decree of 2017 and the Salvini decree of 2018.

The first decree allowed urgent provisions to speed up procedures in the field of international protection and to combat illegal immigration. In essence, the second level of judgement for asylum seekers who have resorted to refusal of international protection has been abolished. The decree also established specialised sections on immigration, international protection and the free movement of European citizens.

The Security Decree, called the Salvini Decree as the previous text provides for various security measures. With regard to immigration, the Salvini Decree provides for:

- Abolition humanitarian protection
- New types of residence permits
- Reorganizations of the reception system for asylum seekers

All three points have a policy of protectionism and limitation in the reception and integration of migrants seeking international protection; the problem, however, is not so simple, migration is a large phenomenon and consists of several variables, not exclusively related to irregular migration. Despite the tendency of Italy and other European countries to close their borders, Italy certainly has a policy of reception and integration that develops in several points.

The three-year Document of Migration Policy Planning (Documento Programmatico Triennale) was the first policy instrument used in Italy in the period 1998-2000. It identified key priorities and planned integration measures. The third Planning Document of 2005 was also the last national strategy aimed at integrating migrants and their descendants. In 2017, the Italian government however adopted a two-year integration plan for asylum seekers and refugees. The plan priorities interreligious and intercultural dialogue, language training, and access to education, labour inclusion and vocational training. The main actors responsible for

implementing the foreseen measures are local authorities and local public services, with the support of third sector organisations.

Since 2012, newly arrived immigrants are obliged to sign the so-called Integration Agreement when they obtain their first residence permit. By doing so, they commit to achieve specific integration goals in the following two years. Achievement is determined through a credits system assessing sufficient knowledge of the Italian language (A2), Constitution, civic life and institutions. The fulfilment of integration goals is required for the renewal of permits.

Anti-discrimination is not the object of an organic legislation in Italy, but it is addressed by a number of legal provisions contained in several pieces of legislation. Law 205/1993 (also known as Legge Mancino) punishes hate speech and tackles discrimination on the grounds of race, religion and nationality. Legislative decrees 215 and 216 of 2003 transposed into the Italian legislation the EU directives 2000/43/CE and 2000/78/CE, respectively on equal treatment between persons irrespective of racial or ethnic origin and on equal treatment in employment and occupation. Furthermore, the Immigration Act of 286/1998 includes provisions related to anti-discrimination. It solemnly defines equality of treatment between nationals and foreigners in access to employment, labour conditions, social and assistance and security, protection against discrimination as an individual right.

### **Programmes/Projects**

About Non-profit organisations and local authorities can apply for financing through several funds. EU's Asylum, Migration and Integration Fund (AMIF) is the most important one in terms of budget. Also, there are important associations like ARCI that is a national network refers to the Universal Declaration of Human Rights and the UN International Convention on the Rights of the Child and works in local, national and international contexts to assert them.

At local level, in Palermo, several associations deal with the implementation of national, European and international projects aimed to immigrants and their path of integration and inclusion.

Some examples of excellence are:

- Centro Internazionale delle Culture Ubuntu: Social-educational assistance to foreign and native minors mainly residing in the districts of the historic center of Palermo
- Sportello Sans Papiers \_Arci Porco Rosso: a non-profit organization that was created to support the needs of migrants, regardless of their legal status, and to inform them of their rights upon entering Europe. It also directs migrants towards other forms of institutional support, such as legal offices, hospitals, and dormitories.
- Centro Astalli a voluntary association that is part of the Jesuit Refugee Service's territorial network in Italy. The spirit that animates Centro Astalli is the defence of the rights, integration and inclusion of non-EU immigrants, refugees and asylum seekers
- CLEDU: The Legal Clinic for Human Rights of the University of Palermo (CLEDU) is the result of the agreement between the Department of Law of the University of Palermo and the l'Altro Diritto Onlus. Legal clinics are a widespread initiative in jurisprudence universities to allow students (especially foreign ones) to practice law practice while at the same time offering a free legal counselling service, promoting social justice. Present

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throughout the world, legal clinics seek to bridge the gap between academic education and the complexity of reality and living law. One particular session of CLEDU works with migrants.

- Arte Migrante: a non-party and a non-denominational group. It organizes weekly meetings that are open to everybody, aiming at promoting inclusion through art. It welcomes students, migrants, homeless people, workers, unemployed, young people and elders.

### Conclusions

In Italy to solve the problem of radicalisation, repressive rather than preventive measures are often used. Often the reasons that push young people to marginalize and radicalize are socio-economic problems and marginalisation.

During the Conference "Overcoming the Marginalisation of Youth", organized in 2017 by HRYO (Human Rights Youth Organization), it brought together experts, lawyers, policy makers, professionals to address the issue of young Europeans who adhere to violent extremism. Among the participants, the idea was developed that the first battle to overcome the marginalisation of young people and prevent violent radicalisation must take place at the local level.

Bart Somers, Mayor of the city of Malines, Flanders (Belgium), during this conference began by saying that "We don't need more police or special laws. The first thing to do is to implement a local inclusion policy. We need to create security in the cities, prevent the existence of neighbourhoods without services, with criminals becoming models of behaviour".

The greatest challenge for Italy as well as for Europe is to fight against the marginalisation of the young people most at risk, regardless of their religious beliefs and their socio-cultural background. Young people need to integrate, to know the world around them. Radicalisation is a cause of social, economic, political and cultural phenomena that require special attention and innovative strategies.

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

### Best Practice No. 1 - National

<b>Project Title</b>
In gioco
<b>When</b>
Still on going
<b>Where</b>
Palermo ( Italy)
<b>Who</b>
<b>Send</b>
<b>Web Site</b>
<a href="https://www.esperienzeconilsud.it/ingiooco/">https://www.esperienzeconilsud.it/ingiooco/</a>
<b>Contact</b>
info@sendsicilia.it
<b>Stakeholders of the project</b>
Per Esempio Onlus; Associazione di volontariato Donne di Benin City Palermo; Associazione Libera Palermo; Associazione Senegalese della Sicilia Occidentale; CIAI – Centro Italiano Aiuti all’Infanzia; Comune di Palermo; FABLAB Palermo APS; Associazione GIOCHERENDA; CESIE.
<b>Beneficiaries</b>
1000 migrants in orientation and empowerment activities. Among these 80 will be involved in group orientation workshops and 15 will benefit from the activation of extracurricular internships (7 scholarships will be reserved for young women who have left the trafficking circuit and 8 for young people who have left the reception paths).
<b>Financing</b>
Project selected by the Fondazione con il Sud, within the framework of the Immigration Initiative 2017.
<b>Description</b>
The proposal, which intervenes in the city of Palermo, aims to enhance the social and labour inclusion of migrants in the field of guidance, education and childcare services. In detail,

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the project provides for the training of 15 migrants, 4 of whom will be included in the work, within realities included in the partnership, as 'peer to peer' guidance for the creation of a desk of widespread guidance itinerant. This action will involve 1000 migrants in orientation and empowerment activities. Among these 80 will be involved in-group orientation workshops and 15 will benefit from the activation of extracurricular traineeships (7 scholarships will be reserved for young women who have left the trafficking circuit and 8 for young people who have left the reception paths). It is also planned to start a social enterprise, 'Giocherenda' will involve 9 migrants who have left the reception system will be able to redesign their future starting from their creativity through the production and sale, after an initial training phase (which involves the creation of 5 workshops and training courses for 9 young migrants), of handicraft toys, accompanied by artistic and storytelling workshops. An awareness campaign will also be carried out for companies in the area.

### Objectives

- create a community welfare system in order to innovate employment services for migrants;
- fight their labour exploitation;
- increase their employability in new productive sectors (such as orientation, education and childhood);
- support the dream of a group of young migrants about starting a social enterprise focused on education and childhood.

### Results achieved

- an itinerant desk for orientation, training and job placement of migrants, held by a group of young migrants adopting a peer-to-peer approach;
- the start-up of Giocherenda, a social enterprise born to create toys stimulating imagination, storytelling and solidarity and composed by youngsters arrived to Italy as unaccompanied minors;
- The promotion of paths of job assistance in the childhood and education services sector.

### Innovation

On May 30, 2019 a seminar was organized with Philip Zimbardo and Christina Maslach among the most eminent contemporary social psychologists.

He was responsible for the studies on the phenomenon of Burnout. He was responsible for the discovery of the broken window effect, as well as the Lucifer effect following Stanford's shocking prison experiment. He therefore investigated for many years the so-called psychology of evil and then decided to imagine an antidote to the social forces that corrupt and brutalize human beings. This is how the educational method was born: the Heroic Imagination Project (HIP).

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In the HIP approach the adjective hero loses its rhetorical aura to refer to the ordinary citizen who manages to disobey an unjust authority or to resist the pressures of a system that pushes him to abandon his humanity.

The event is part of the In gioco project supported by the Foundation with the South, whose leader is the organization SEND, strongly and concretely committed to the protection of human rights.

At stake is the creation of a community welfare system to innovate labour services for migrants, combat their labour exploitation and increase their employability in new productive sectors such as orientation, education and childcare services. In addition, it supports the dream of the Giocherenda collective of young migrants, which invents, builds and animates games that stimulate solidarity and cooperation.

### **Testimonials (max 5000 characters spaces included):**

[Giocherenda](#)

### **Best Practice No. 2 - National**

<b>Project Title</b>
Ragazzi Harraga
<b>When</b>
2017-2019
<b>Where</b>
Palermo ( Italy)
<b>Who</b>
CIAI – Centro Italiano Aiuti all’Infanzia Onlus
<b>Website</b>
<a href="http://www.non6solo.it/ragazziharraga/">http://www.non6solo.it/ragazziharraga/</a>
<b>Stakeholders of the project</b>
CIAI – Centro Italiano Aiuti all’Infanzia Onlus (Coordinator); Comune di Palermo–Assessorato alla Cittadinanza Sociale; Associazione Santa Chiara; Cooperativa Libera...mente; CPIA Palermo 1; Libera Palermo; Nottedoro; SEND; CESIE
<b>Beneficiaries</b>

The beneficiaries of the project are unaccompanied foreign minors. Unaccompanied minors, or even unaccompanied foreign minors ( MSNAs) are defined as minors without European citizenship, who, having not provided for a request for political asylum, are present for any circumstance on the territory of a State, in the absence of third parties such as parents or adults who hold legal responsibility, assistance and representation on their behalf.

### **Financing**

A call for proposals promoted by Fondazione Cariplo, Compagnia di San Paolo, Fondazione con il Sud, Enel Cuore, Fondazione CRT, Fondazione Cassa di Risparmio di Cuneo, Fondazione Cassa di Risparmio di Padova e Rovigo, Fondazione Monte dei Paschi di Siena . Posteinsieme Onlus, Sodalitas Social Innovation and Altran also support the project.

### **Description**

The project aims at accompanying adults and new opportunities to start again. Ragazzi Harraga supports and does not replace the existing emergency interventions aimed at migrant children: the aim is to improve the cooperation capacity of the network of public and private subjects, already active in the child protection system.

The young people who leave this path can manage their lives independently, welcomed and integrated into Italian society: specialists offer services and training tools (intercultural workshops, training courses, orientation for everyday life and job opportunities) and a house, just turned 18. In addition, the project proposes new tools to include young people with job orientation pathways. Each young person is taken into account in the individual skills and the individual path in order to allow the matching of supply and demand for work;

Addresses the phenomenon of migration from a positive perspective to integrate young people into Italian society, considered wealth for the country. The project aims to trigger a cultural change: to experience migration not as a problem but as a resource;

The project proposes a model of social housing that combines reception and enhancement of the urban heritage of the historic center: the structure where the house-forestry will be built was not fully used;

the renovation will be carried out according to the principles of environmental sustainability and energy saving;

local companies are involved to facilitate the paths of inclusion at work and in society;

Ragazzi Harraga's model can be replicated: due to the processes it triggers and the activities it carries out, the project can be adapted to other contexts where young people are welcomed alone. In addition, the project has carried out workshops for young migrants, activating dance paths, theatre, intercultural workshop and workshop on rights and duties. Boys and girls from the Gambia, Senegal, Nigeria, Ivory Coast and Mali met local boys and girls and international volunteers on topics such as intercultural and interreligious dialogue. What it means to be active citizens and protagonists of one's life choices, what are the

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

difficulties and richness of being together. This confrontation takes place through non-formal activities, discussion groups, role-plays, dance and movement.

### Objectives

Strengthen the system of reception of unaccompanied migrant minors by consolidating operational models that ensure respect for the rights of children and young people in Italy;

Promote a model of social inclusion that takes into account the potential, interests and expectations of MSNAs to promote autonomy in the transition to adulthood with the involvement of the Sicilian regional territory;

To create a social file of the child that contains information on identity, reception, the path of inclusion and professional skills, transversal and basic acquired by the MSNA;

To enable MSNAs to strengthen and/or develop transversal skills and soft skills;

Develop an active policy for the integration of MSNAs into the Italian labour market;

Launch a self-sustainable temporary housing solution, based on a low-cost residence for MSNA and hostel for tourists.

Create effective tools to ensure visibility and support to the project.

### Results achieved

Creation of a platform for sharing, monitoring and tracking the inclusion paths of MSNAs hosted in Palermo;

Activation of pathways for the sharing of methodologies and the definition of tools for the enhancement of MSNA competences and to promote the continuity of MSNA inclusion pathways;

Activation of citizenship paths aimed at the socio-cultural integration of MSNAs in the city of Palermo (intercultural, active citizenship, theatrical and audio-visual production workshops);

Creation and promotion of an open source tool for participatory mapping of the socio-cultural realities and activities of the city of Palermo;

Information, profiling and taking charge of MSNAs for the launch of an active work policy;

Activation of orientation paths aimed at professions and work and collection of vacancy host companies;

Launch of active policies through the provision of internship grants;

Restructuring and putting into operation of the portions of the building intended for the reception of MSNAs and guests;

Accompaniment and start to the autonomous and sustainable housing dimension for MSNA leaving the host communities;

Launch of the hostel initiative with the involvement of MSNA;

Awareness raising and involvement actions for the visibility, support and promotion of the project.

### Innovation

Ragazzi Harraga is an innovative project because it accompanies young migrants in the realization of themselves through different approaches.

- job placement (80 internships have been activated in different companies in the province of Palermo, at the end 21 boys have obtained a contract of employment)
- Creation of a guesthouse where tourists and students are hosted. In this guesthouse, three young people who participated in the project found work. Casa Santa Chiara is supported with the proceeds, where eight young adults are welcomed on a rotating basis to help them build an independent life.
- Workshop activities to support the emotional well-being of children

### Impact

Creation of a social folder for unaccompanied migrant children, its objective is to contribute to the construction of social inclusion paths for lonely migrant children (but the Municipality of Palermo has chosen to use it at least partially for all children outside the family), strengthening the coordination between institutional and private social actors involved in taking charge. The social file allows these actors (subject to accreditation by the Municipality on the basis of certain requirements) to update and cross-display information about each individual child: from appointments at the Police Headquarters to the courses of study or workshops he attends, from work placements to social service reports, to the individualized educational plan. All with two objectives: to overcome any fragmentation of interventions and, in implementing them, always take into account the uniqueness of each child, its ties, its aspirations (which is dedicated to a section of the folder, by the guardians) and the problems it faces daily.

### Testimonials

[Journal Article](#)

### Pictures



## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

### Best Practice No. 3 - International

<b>Project Title</b>
Pinsec - Jeunes femmes et migrants : les voies de l'inclusion sociale et économique en Tunisie
<b>When</b>
36 months (13 April 2017 - 12 April 2020)
<b>Where</b>
Tunisia/ Tunisi, Ariana, Ben Arous e Manouba
<b>Who</b>
<a href="#">Centro Informazione e Educazione allo Sviluppo – CIES ONLUS</a>
<b>Website</b>
<a href="http://pinsec.tn/">http://pinsec.tn/</a>
<b>Stakeholders of the project</b>
<ul style="list-style-type: none"><li>• Centro Informazione e Educazione allo Sviluppo – CIES ONLUS</li><li>• Union Tunisienne de Solidarité Sociale – UTSS</li><li>• Ricerca e Cooperazione – RC</li><li>• Associazione Multietnica dei Mediatori Interculturali – AMMI</li><li>• Università La Sapienza di Roma Dipartimento Storia Culture Religioni Scuola di specializzazione in Beni demoetnoantropologici UNIROMA</li><li>• Libera Associazione delle Imprese e delle Professioni del Salento: LAICA</li><li>• Association Tunisienne de Cooperation Pour le Developpement – ATCD</li></ul>
<b>Beneficiaries</b>
<p>30 Operators of Civil Society Organizations and 10 of Local Institutions - 50% women, who need professional updating benefit from training / assistance on governance, services and mainstreaming on social/economic inclusion and migration issues;</p> <p>200 young Tunisians and 100 migrants and returning migrants (50% women) who are unemployed, with difficulty in accessing services: they benefit from empowerment, guidance, training and job placement of which 100 for "business creation";</p> <p>2500 as users of Hub services;</p>

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1000 migrants and returning migrants benefit from services of reception, integration, linguistic and cultural mediation".
<b>Financing</b>
Project co-financed by the Italian Agency for Development Cooperation.
<b>Description</b>
<p>This three-year pilot project (13/04/2017 - 31/07/2020), encourages dialogue between civil society and public institutions for the construction and consolidation of the country's democratic process by providing civil society organizations, institutions and stakeholders with the necessary tools to understand and build an inclusive society.</p> <p>This will be possible through sustainable development models that involve diaspora returnees and migrants in Italy as groups capable of contributing to democratic, social and economic growth in the country with their capacities, different visions and cultural diversities.</p> <p>Tunisia is a country of immigration and transit for applicants and beneficiaries of international protection, migrants from Sub-Saharan Africa, Syrians, Libyans and single migrant women living in situations of economic hardship and access to basic services.</p> <p>In addition, Tunisians represent the third most important nationality in Italy, taking into account the number of voluntary returns.</p> <p>Associations supporting young Tunisians and those for the protection of migrants' rights need to strengthen advocacy and networking with innovative elements and the design of operational mechanisms for social, medical, legal assistance, training, guidance and professional integration.</p>
<b>Objectives</b>
<p>The general objective of the project is to contribute to increasing the social and economic inclusion of young Tunisians, migrants and returning migrants in the framework of the democratic process and governance.</p> <p>The specific objective is to improve social, community, reception and work orientation services and business start-ups in innovative sectors such as intercultural mediation, green economy, enhancement of the territory and culture.</p>
<b>Results achieved</b>
<ul style="list-style-type: none"><li>- Strengthen civil society organizations and local institutions for advocacy and development of strategies and services for social and economic inclusion as well as the management of migration and prevention of irregular migration;</li><li>- Strengthen services for guidance, job placement, development of ideas and business start-ups, through a Hub as a social space, dialogue, exchange and rapid training quick impact training;</li></ul>

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

- Strengthen social, community, reception and information services for migrants and returning migrants.
<b>Innovation</b>
- "I-Migr" is the first mobile application in Tunisia that offers the opportunity to learn about the main services offered to migrants, in the form of an electronic directory presented in a simplified way to guide different beneficiaries in order to ensure their better integration into Tunisian society. The application was finally launched with 10 categories of services: legal assistance, services for victims of trafficking or violence, medical assistance, psychological assistance, social assistance, economic integration, assistance at departure, assistance for the return to Tunisia, culture and sport and easy Grand-Tunis.
- As part of the project "PINSEC: Young people, women and migrants: social and economic inclusion in Tunisia", co-financed by the Italian Agency for Development Cooperation (AICS), the CIES, the Tunisian Union of Social Solidarity (UTSS) and all their Tunisian and foreign partners celebrated the inauguration of the social and cultural space of listening, information, guidance, training and accompaniment called "HUB Dar El Ourabi".

### Best Practice No. 4 - International

<b>Project Title</b>
PRACTICE – PREVENTING RADICALISM THROUGH CRITICAL THINKING COMPETENCES
<b>When</b>
01/09/2018 – 31/08/2021 The project is still ongoing
<b>Where</b>
Italy – Germany – United Kingdom – Greek- Denmark – Austria
<b>Who</b>
Centro per lo Sviluppo Creativo Danilo Dolci
<b>Contacts</b>
antonella.alessi@danilodolci.org
<b>Stakeholders of the project</b>
BLINC – Blended Learning Institutions Cooperative (Germany) Merseyside Expanding Horizons (UK) KMOP – Social Action and Innovation Center (Greece) Mhtconsult ApS

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

(Denmark) Verein Multikulturell (Austria) Fondazione Hallgarten Franchetti Centro Studi Villa Montesca (Italy)
<b>Beneficiaries</b>
Teacher- Secondary Schools – Secondary Schools Students – School
<b>Financing</b>
Funded by Erasmus+; KA2 Cooperation for innovation and the exchange of good practices – Strategic Partnerships for school education
<b>Description</b>
<p>PRACTICE will innovate Continuing professional development approaches whilst responding to relevant need of teaching methods applicable to diverse learners with the aim to prevent radicalisation.</p> <p>Across Europe, schools have a key role to play in preventing radicalisation by promoting common European values, fostering social inclusion, enhancing mutual understanding &amp; tolerance, and developing students’ critical thinking about controversial and sensitive issues as a key protective factor against radicalisation.</p> <p>PRACTICE addresses current challenges &amp; needs of preventing radicalisation in school &amp; of supporting opportunities for teachers’ continuing professional development in this area, by developing, testing &amp; disseminating an innovative approach, using participatory methods collaborative process, that involve 7 partner organisations and 35 schools at local, national &amp; EU level.</p>
<b>Objectives</b>
<ul style="list-style-type: none"> <li>- To develop an innovative and collaborative EU wide CPD programme on radicalism prevention within school education;</li> <li>- To empower teachers through capacity-building activities aimed to equip them with better tools to address diversity in the classroom and to understand and prevent radicalisation processes in educational settings</li> <li>- To enhance the development of critical thinking skills and strengthen citizenship and the common values of freedom, tolerance and non-discrimination through education in secondary schools</li> <li>- To foster the inclusion of students from all ethnic, faith and social backgrounds creating a safe space to become active and responsible citizens and open-minded members of society.</li> </ul>
<b>Results achieved</b>
<ul style="list-style-type: none"> <li>- <b>COMPARATIVE RESEARCH REPORT</b> Based on a Desk-based research &amp; a Primary Research through interviews and focus</li> </ul>

group with 90 teachers, education professionals and stakeholders about the context, policy and practices about CPD, critical thinking teaching and Radicalisation prevention in the school sector in Italy, Austria, Denmark, Germany, Greece and UK.

### - **RADICALISATION PREVENTION PROGRAMME**

An Open Educational Resource (OER) with innovative tools for secondary school teachers and educational support staff to work effectively with students on critical thinking and radicalism prevention. The programme will be pilot tested in 35 schools from 6 countries, with 56 teachers and around 1120 students.

### - **GUIDELINES FOR TEACHERS**

A useful tool for a correct use of the Radicalisation Prevention Programme in classroom, providing background, information and advice on how to manage and deal with issues of radicalisation in the school setting.

### - **POLICY RECOMMENDATIONS PAPER**

A paper aimed to influence policy makers for improving current policies and strategies about CPD innovation, Critical thinking teaching & Radicalism prevention in school making them more relevant to today's classroom and school environments

## **Innovation**

The PRACTICE Programme is an Open Educational Resource (OER) aiming to:

- Promote critical thinking and effective strategies to engage with pupils on local, national and international issues
- Develop personal critical thinking skills in pupils by using small group work and other activities
- Effectively address controversial issues challenging pupils' misinformed views and perception
- Challenging false myths and stimulate understanding and appreciation of diversities
- Include basic knowledge on radicalism
- Enhance teachers and school leaders' skills in Identifying potential risks and mitigate them

### ACTIVITIES

- It will include activities to be done with secondary school's students with the objectives to:
- Build up understanding of democracy and its core values by engaging and examining expressed views.
- Fostering freedom of speech through pupil participation, while ensuring a safe environment for vulnerable pupils and promoting critical evidence analysis.
- Enhance positive problem solving
- Promote active citizenship showing how perceived injustice can be peacefully challenged

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

- Develop restorative approaches to resolve personal conflict and repair harm caused

### SKILLS & COMPETENCES

The students will acquire:

- Personal learning and critical thinking skills
- Independent inquiry and effective participation
- Resilience

### Picture



### Best Practice No. 5

<b>Project Title</b>
The Youth Empowerment and Innovation Project
<b>When</b>
3-year Erasmus, The project started in March 2017
<b>Where</b>
U.K, Greece, Cyprus, Italy, Portugal, Sweden, Romania
<b>Who</b>
IARS International Institute
<b>Website</b>
<a href="https://yeip.org/about-the-project/">https://yeip.org/about-the-project/</a>
<b>Stakeholders of the project</b>

## RESEARCH REPORT AND ANALYSIS OF BEST PRACTICES

- UK: The IARS International Institute,
- Greece: Kentro Merimnas Oikogeneias Paidiou,
- Cyprus: Centre for Advancement of Research and Development in Education,
- Italy: Anziani e non solo
- Portugal: Inovamais
- Sweden: Linne Universitetet
- Romania: Fundatia Schottener Servicii Sociale.

The partnership includes:

Public Authorities: UK: The Home Office, Greece: Ministry of Environment, Energy and Climate Change | Koinofelis Epicheirisi Ipiresion Neapolis Sykeon (Common Benefit Enterprise for Services of Neapolis Sykies), Cyprus: Municipality of Engomi, Italy: Regione Liguria, Portugal: Câmara Municipal de Oliveira de Azeméis, Sweden: Lansstyrelsen I Kalmar Ian, Romania: National Council for Combating Discrimination, Ministry of Education, Research, Youth and Sports – Institutul de stinte ale educatiei.

### Beneficiaries

Youth

### Financing

Erasmus + Programme

### Description

The Youth Empowerment and Innovation Project (YEIP), funded by the European Union through the Erasmus+ programme, aims to create and test a policy model by of prevention aimed at contrasting and preventing among young people phenomena of marginalisation and violent radicalisation, with the help of the tools of the Good Lives Model and positive psychology. Positive psychology and the Good Lives Model in order to help people to develop significant life projects. YEIP involves 20 organisations, including 4 Ministries, various public bodies at regional level, universities and NGOs, from 7 European countries: UK, Greece, Cyprus, Italy, Portugal, Poland, Sweden and Romania. Coordinating body of the partnership is the International Institute IARS in London. During the three years of the project there will be the direct participation of boys and girls who will work together with researchers and public bodies in order to create and test effective strategies to prevent the risk that they are attracted to forms of violent extremism. The practical results of the project will then be channelled into national and regional policies through the involvement of relevant public authorities. The participating organisations are in fact the result of careful strategic choices, in order to support the interconnected nature of the theme and ensure cooperation and exchange between the different European bodies.

<b>Objectives</b>
<ul style="list-style-type: none"> <li>- Prevention of violent juvenile radicalisation, through the application of the principles of the Good Lives Model, the positive psychology and restorative justice</li> <li>- Youth-led approach</li> </ul>
<b>Results achieved</b>
<ul style="list-style-type: none"> <li>• WP1: It aims to “build the foundations” by analysing the current state of the art. To this end, existing knowledge in the 8 selected case study countries will be assessed both in terms of policy, research and practice. A comparative analysis between the case studies and a cross European review will also be conducted alongside a stakeholder mapping. Following this, our experimentation protocol will be finalised.</li> <li>• WP2: This will have two aims. First, to test the underlying hypothesis of the GLM-based YEIP policy measure. Second, to construct the tools that will implement YEIP’s policy measure (i.e. the YEIP PREVENT model/ intervention and toolkit). Both goals will be achieved by carrying out youth-led primary research in four environments: schools, universities, Youth Offending Institutions and online.</li> <li>• WP3: This will have two aims. First, to test the YEIP GLM-based policy intervention by conducting field trials following capacity building of professionals using the tools constructed under building blocks 1 and 2. They will be conducted in the 8 country case studies within the four selected environments. Second, to identify and evaluate a causality link between YEIP’s policy measure and tools, and the change that has occurred in our target groups within selected environments. The findings will determine the logic behind the change (counterfactual analysis). A quasi-experimental method will be used by relying on assumptions that will help us justify the claim that the comparison group is similar to the treatment group. To this end, we will carry out before-after comparisons using the same population which undertook the YEIP intervention within a 6-month period.</li> <li>• WP4: This will aim to triangulate our findings through a quantitative methodology that will counteract the weaknesses found in qualitative methods. Two online surveys will be designed and disseminated across Europe throughout the lifetime of WP2 and 3.</li> </ul>
<b>Innovation</b>
<p>The practical results of the project will then be channelled into national and regional policies through the involvement of relevant public authorities. The participating organisations are in fact the result of careful strategic choices in order to support the interconnected nature of the theme and ensure cooperation and exchange between different European bodies.</p>

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