



Overall Piloting Report on Training the trainers

in the framework of the project

“Rights, Duties, Solidarity: European Constitution and Muslim Immigration”

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Acknowledgement

The given report provides an overview of results obtained within the project “Rights, Duties, Solidarity: European Constitution and Muslim Immigration” – namely, the third phase of the WP 3 Testing and Integration, Training of trainers. The Overall Piloting Report on Training the trainers provides main conclusions based on the national reports submitted by partner organisations: ASSOCIACIÓ ÀMBIT (Spain), Centrul Pentru Promovarea Invatarii Permanente (CPIP) in cooperation with Areopagus Regional Centre for Social Integration and Human Development (Romania), CEIS Formazione (Italy), Volkshochschule im Landkreis Cham e.V. (Germany) and Fundatia (Romania).

Introduction

The given report presents the results of Training the trainers that was conducted in March-May 2019 in the countries of the partner consortium: Spain, Romania, Italy, and Germany. The training was targeted primarily at teachers and trainers working with migrants, especially those with Muslim background, in educational settings in the above-mentioned countries. The total number of participants comprised 131 persons (against 80 persons planned).

The training focused on understanding the issues related to the radicalisation, extremism, fundamental values, rights and duties. Its main purpose was to help teachers and trainers to build own confidence when dealing with signs of radicalisation and extremism, challenge prejudiced behaviours and stereotypes, and encourage the search for common values between the Western and Muslim world as a means to promote integration.

At the initial stage the partners were provided with and agreed upon the formal framework of the training: the expected duration is 12 hours; minimum number of participants is 20 people in each country; the content and methodology should be built around REM tools and methodologies based on the best practices and Dozza Good Practice, and cover such topics as rights, duties, solidarity, law, constitution, religion, norms and values, diversity/equality. Following the formal prescriptions, the partners then had the freedom to choose the materials and methodologies that conformed to the local context and the needs of participants to the full extent. The overall learning outcomes that all partner organisations aspired to achieve were as follows:

- The participants of the training will be able to debate and explore issues related to the promotion of fundamental values, rights and duties
- The participants will be more confident with tools, strategies and techniques to challenge prejudiced behaviours and stereotypes, as well as radicalisation and extremism
- The participants will be able to plan and carry out teaching sessions with focus on issues of gender roles, democracy and tolerance, conflicts (of values) and conflict solving
- The participants will gain skills so that they are confident, competent, and able to encourage open discussion with learners how to challenge radicalisation and extremism
- The participants will be able to support and develop learners’ critical thinking, understanding of the values and rights as well as respect for others’ points of view.



The purpose of the given report is to summarise the results of the conducted trainings with a special focus on the feedback regarding the quality, adequacy and relevance of the chosen training materials and methodologies, and accumulate recommendations for their further adjustments.

Methodology used

To reach out to the potential participants, the partner organisations used a wide variety of communication channels: they distributed the information among the network of their partners, mailing lists, websites and social networks. In some cases local authorities also rendered support in the distribution of information (e.g. Valencia City Council in Spain). The goal was to target specialists in state and non-state institutions who work with migrants on an everyday basis – trainers, teachers, counsellors, psychologists, psychotherapists, social workers, probation officers, staff working in social work programmes and welfare offices etc. As far as trainers are concerned, these were the same people who participated in the prior piloting session, as agreed between the partners.

The content of the training was based on a balanced mixture of theory and practice. The participants were usually provided with a theoretical input at the beginning of the training – to that end, PowerPoint presentations, video excerpts and flipchart notes were used. It would then be followed by practical sessions where different non-formal education and interactive techniques and tools were used. The methodology used during the practical sessions included: games and role-plays, case studies, individual and group work, autobiographical oral narration and others.

The participants were also provided with enough space and time for discussions and debate – this helped them explore and come up with new approaches towards promotion of fundamental values and prevention of radicalisation and extremism, as well as conflict resolution from the perspective of diversity and respect for human rights. All the sessions and information provided were built around the human rights-based approach.

At the end of the training (in some cases, at the end of each training session/day) evaluation questionnaires were handed out to the participants so that they could reflect on the knowledge and skills acquired, and provide feedback and recommendations regarding further elaboration of materials within the REM project. The overall analysis of questionnaires follows below.

The analysis of the questionnaires

Generally, the trainings received a positive feedback and were evaluated quite high. In Spain, the overall rates in the scoring section range from 4,28 to 4,57. In Romania, the answer “excellent” within all 8 questions scored from 85 to 98 percent. The scores in Italy vary from 3,8 to 4,42. In Germany the scores vary from 3,5 to 4,0.



The participants described the trainings as well-structured and rich in content, the information provided was relevant and topical. The methodology – namely, the practical part with role plays, group work and other exercises – was especially highlighted. This approach enabled the participants to tackle their own stereotypes and prejudices and revise their patterns of behaviour.

Among points for improvement, the participants noted a need of more specific information on effective ways of addressing violent radicalisation. Another comment suggested using a crisis intervention approach in a critical context related to migrants – e.g. with case studies, role plays and good practices from existing organizations.

In the second part of the evaluation process (focus and activity groups), the participants had to answer a series of questions regarding the future use of information received at the training, necessity to adapt/revise the developed materials, their relevance to the needs of the target group, etc. The main conclusions are provided in the section below.

Conclusions

The issue of migration and consequent radicalization of society usually causes a lot of disputes and controversies. Not knowing the underlying causes of migration, having scarce information about other people's cultures and religions (Muslim, in particular) may lead to xenophobia, racism and criminalization of migrants. Therefore, specialists dealing with migrants (teachers, social workers, psychologists, probation officers etc.) have to, first of all, tackle their own stereotypes and prejudices regarding migration and assume a broader perspective on its reasons – in order to be able to fulfil their tasks effectively and develop actions/projects to address violent radicalisation. To achieve this goal within the framework of training, one has to create favourable environment that encourages every participant to speak out, share their concerns, battle existing negative stereotypes and work together to find common solutions. In this sense, a human rights-based approach (i.e. the focus on human dignity, equality and freedom) becomes both the overall framework of training, and its main content predetermining the development of future actions and initiatives.

According to the feedback of participants, the organisers of the trainings managed to achieve that goal to a great extent. During the training, the participants got a deeper insight in migration reasons and patterns, got acquainted with the innovative methodologies and tools to be used in work with migrants, and discussed the issues of active citizenship and others. Apart from that, they also searched for the values that are fundamental both for the Western and the Muslim world and could help people find common grounds, ensure successful integration of migrants into host societies and prevent radicalization and extremism.

Added value of the training was ensured during focus or activity groups where the participants could either discuss the way they could use the information in their further work, or develop hands-on



instruments/actions/approaches for dealing with migrants (for example, supporting migrant students, developing intercultural competences etc.).

As for the topics to be further on developed and deepened, there were several requests regarding practical measures of prevention of violent radicalization. The participants from Italy also expressed keen interests in such aspects as differences in the perception of gender in various cultures, and legal education as one of the tools to ensure successful integration.



Annex 1. National Piloting Report on Training the trainers, ASSOCIACIÓ ÀMBIT, Spain

Introduction

Ambit Training of Trainers (ToT) was carried in 4 sessions of 3 hours each. Each session was formed by a theoretical and a practical part. The main objectives were:

- To give an introduction of REM Project in general, and create a network amongst different organisations and institutions through the participants;
- To present the experience of the Pilot Training as a tool for prevention of violent radicalisation, and new tools for socio-educational intervention, also boosting the use of new educational approaches such as pedagogy of affection and social-affective approach from the respect of diversity.
- To find together with the participants and the different organisations involved a common strategy in dealing with violent radicalisation, constructing, in a collaborative effort, a set of common pedagogical values aimed at preventing conflict.
- To foster cooperative work and the construction of pedagogical values and principles.
- To reconstructing the concepts of 'democracy' and 'social justice', reflecting on current stereotypes and prejudices in order to be able to identify and eliminate them in the future.
- To develop strategies for an evaluation of the socio-educational intervention and creating a common decalogue and action lines to prevent situations of conflict.

Learning goals:

- Putting participants' needs at the heart of the intervention.
- Planning an intervention project with a playful approach and based on the pedagogical values selected by attendees.
- Fostering the use of a playful and appealing approach in any activity regardless of its target audience.
- Offering practical tools for conflict resolution.
- Complementing the concepts of 'democracy' and 'social justice' with the concept of 'collective responsibility'.
- Performing an assessment of the training course and adding relevant updates and modifications.

2. Methodology used (please provide concrete and detailed information to each point below)

Please provide the following information on:

- *Organization of the sessions (where, when)*

The training was divided into 4 sessions of 3 hours each, from the 3rd till the 13th of May. The sessions took place in the offices of SJM (Jesuit Service to Migrants) in Valencia, in a room called "Interreligious space".



- *Promotion for the pilot and participants (trainers, experts) recruitment*

We promoted the training amongst the network of organisations of the third sector and public institution we usually work with, via mail and through our social network. We also had the backing of the Valencia City Council (Dept. of Equality and Inclusion Policies) in promoting the training via Social Networks.

For what concerns the trainers who carried on the training, they were the same that carried on the Pilot training, two social workers from Àmbit.

- *criteria for the selection of the participants*

Our target were trainers working in the field of migration, education, social inclusion and Human Rights, with a professional background mainly from the third sector (social workers and NGOs), but also from the public and private sector concerning Education (from secondary to academia), public institution at local level, amongst others.

- *Institutions involved*

We worked with SJM (Jesuit Service to Migrants) in Valencia, CEAR (Spanish Commission for the Aid to Refugees), Spanish Red Cross, Lambda (LGBT collective of Valencia), Valencia City Council (Dept. Equality and Inclusion Policies), Valencia University (Master in Cooperation)

- *Used form(s) of the training (face to face, individual sessions, work assignments).*

Each class had a theoretical part, presented with PowerPoint presentations, supported by videos, and a practical part, with group dynamics. Each class also ended with a follow-up debate.

The sessions were divided in the following topics

Session1: Contextualization of REM Programme: Prevention of extreme violence and violent radicalisms from a human rights approach

Session 2: Pedagogical tools: new approaches, new paradigms and new methodologies

Session 3: Conflict resolution from the perspective of diversity in the respect for human rights

Session 4: Building synergies in a common path

- *used methods and techniques during the training*

In this training we also insisted on a non-formal educational approach, for the practical dynamic we have used different role-plays or tools in order to get to the learning objective we wanted to achieve:

- METAPHOR OF THE BOAT:

- We make the question:

What are the principles and values that drive your pedagogical practice?

- Participants will write their answers in their cards (the values they deem as essential for a proper

socioeducational intervention). Then, we will gather all the cards and mix them with other cards containing the values that are mentioned in the list below. Once this is done, each participant will



pick up a card and he/she will try to turn the value it contains into a character.

- **Plot of the story:** All the pedagogical values are on a boat sailing towards an educational Project,

we need to decide who is indispensable for a respectful development of the people. All participants must reach a consensus and choose 6 to 8 as the essential values that cannot be thrown overboard.

Pedagogical values:

- peer-to-peer/bond/trust; attachment/closeness; active listening; respect;
- their needs are at the heart of our practice;
- dialogue (communication as the driver of our practice);
- solidarity; affection; respect for diversity;
- flexibility (ability to redefine priorities);
- common and shared learning (we all learn and *unlearn*);
- self-criticism (willingness to deconstruct and rethink ourselves);
- freedom (individual and collective);
- responsibility (individual and collective);
- consensus; critical and reflective.

- THE GAME IS AN EFFECTIVE TOOL

- Attendees will have to carry out a ludic activity and an appealing presentation (each group will have a to cover a different topic). The following pre-requisites shall be taken into account:
 - The activity must contain a practical and a theoretical part.
 - Be in line with the playful approach.
 - Be in line with the pedagogical values already mentioned.
 - Be developed from the point of view of respect for diversity.

Group 1: Activity designed for reducing racism and xenophobia in a group of 16-year-olds.

Group 2: Activity designed for fostering leisure habits that are healthy and consumerism-free for a group of people with functional diversity (ages 18 to 30).

Group 3: Activity about cultural diversity and empowerment designed for a group of women from an unprivileged area and migrant women.

Group 4: Activity designed for boosting participation in the life of the local community for young persons with behavioural and consumerism problems.

Group 5: Activity designed for counteracting Islamophobia in a multicultural neighbourhood for elderly people from rural areas.

- THE GAME OF THE COMMUNITY

- Role-playing based on true stories of social exclusion: attendees will be divided up into two groups (12 each). 3 persons in each group will be observers; they will gather all relevant information and follow the interventions of their partners based on the partners' prejudices and stereotypes.

❖ **Contextualization:** Neighbour gathering called to clarify some problems of coexistence that have appeared in the building.

❖ **Meeting agenda:**

- Security issues in the neighbourhood. Possible solution: hiring private security to control who enters the building. Nivel de bienestar en el barrio en cuestiones como la seguridad. Posible solución con la contratación de una persona que se encargue de la seguridad para que vigile quien entra y quién sale de la finca.

- Disturbing music late at night: find out who's responsible.



- Strong weed odour: potential centre of distribution.
- Reputation of the building.
- New elevator: a shaft has to be built to accommodate the elevator. This will entail a €70 increase (per person) in the community expenses.
- Screams, noises and hullabaloo late at night. Who's to blame and what to do about it?
-

❖ **Profiles of the neighbours:**

- Male from Morocco (33) who sells fake product in the town square.
- Transgender man whose mother (with dementia) is dependent on him.
- Roma mother of 6.
- Ex-convict woman with mental issues.
- Women, president of the homeowners' association, of Christian-Catholic faith and far right political views.
- Retired policeman with retirement pension.
- Teacher at the local school.
- College student who sells narcotics.
- Social worker

3. The Analysis of the questionnaires for the trainers and presentation of the findings

- **Personal data**

<i>Questions/ Formators</i>	<i>Q1/ Gender</i>	<i>Q2/ Institution where they work</i>	<i>Q3/Professional Background</i>	<i>Q4/ How long they've been working there</i>	<i>Q5/ Place of formation.</i>
F1	F	Educational Centre	Language Teacher	6-10 y	SPAIN
F2	M	Other: LGBT Organization	Law expert	1-2 y	SPAIN
F3	F	Hosting institution: UNED	Other: Social work student	1-2 y	SPAIN
F4	M	Hosting Institution: safe house	Other: Psychologist / Social Educator	6-10 y	SPAIN
F5	F	Other: Third sector	Other: Social Inclusion	1-2 y	SPAIN
F6	F	Hosting institution	Other: Social educator	3-5 y	SPAIN
F7	M	Hosting Institution: SJM	Other: Psychologist	1-2 y	SPAIN
F8	F	Other: University	Other: Social educator	+ than 15 y	SPAIN
F9	F	Hosting Institution: safe house	Other: Social educator	3-5 y	SPAIN
F10	F	Unemployed	Other: Social worker	1-2 y	SPAIN
F11	M	Other: LGBT organization	Other: Doctor	+ than 15 y	SPAIN
F12	F	Unemployed	Other: Psychologist	3-5 y	SPAIN
F13	F	Other: Ex worker at Ministry of Defence (Venezuela)	Law exper	+ than 15 y	SPAIN



F14	F	Hosting Institution: safe house	Other: Social worker	3-5 y	SPAIN
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We had a bigger participation from women, and the most significant professional background was related to the third sector and social work. We had a strong presence of trainers at the beginning of their career (from 1 to 5 years).

- **Evaluation of the material**

- o The content and plan of the training materials REM

- *[Please describe the participants' replies: Questions: Q1-Q7] plus additional comments*

	Questions and assessments						
	Q1	Q2	Q3	Q4	Q5	Q6	Q7
F1	5	5	5	5	5	5	5
F2	5	4	4	5	5	5	4
F3	5	4	5	5	4	5	4
F4	5	5	5	5	5	4	5
F5	5	4	5	5	5	5	4
F6	4	3	5	4	5	5	4
F7	4	5	5	4	4	5	4
F8	4	5	5	5	5	5	4
F9	4	4	5	5	5	5	4
F10	5	5	5	5	5	5	5
F11	4	5	5	4	5	5	4
F12	4	5	5	5	5	4	4
F13	5	5	5	5	5	5	4
F14	5	5	5	5	5	5	5
Average	4.57	4.57	4.92	4.78	4.85	4.85	4.28

The scoring can be considered very positive, especially in the promotion of democratic values, intercultural values and active citizenship.

The participants appreciated the methodology, specifically the practical part, role-plays, dynamics, as they commented it was a good way to reflect on our own prejudices and mental/social structures that influence our way of action. Having practical examples on which to work make them feel they were actually agents of positive change.

As it can be seen by the score, the point on effectively addressing violent radicalization was remarked in the comments as well. In that sense the participants agreed on the need of a more specific formation and information about it, specifically on the subject of Human Rights, race, migration.

- o **Open questions Q8 – Q9**

- *[Please describe the participants' replies: Questions: Q8-Q9]*



Almost all participants agreed on a good choice of the thematic and did not consider any part unnecessary. They found it very interesting and most of them suggested that there should have been more sessions and time.

As said before, they insisted in a more specific training on the prevention of violent radicalization, although the roots were addressed they missed a theoretical and practical part on how to deal with ongoing radicalisation.

4. The Analysis of the data received in focus groups.

Please provide the following information on:

- *Organisation of the session (where, when)*

The focus group was carried on at the end of the last session on the 13th of May, in the Offices of SJM (Jesuit Service to Migrants) in Valencia

- *used form(s) of the session (face to face, individual sessions)*

The method used was a group debate

- *used methods and techniques during the session*

The trainers gave the questions for the discussion and the results were written on a board

- *discussed topics during the session*

Questions:

- How would you implement the educational resources that you have acquired during the course?
- Would you be able to develop you own action plan for implementing these resources?

- Do you think it is necessary to adapt the materials used to your own reality? If so, what type of adaptation would be necessary?
- Do you think that the topics discussed took into account the point of view and the perspective of the participants?
- Which of the issues discussed are the most important when it comes to dealing with migrants?
- Do you think that this training will allow you to successfully address conflict situations that may occur in your professional environment? What type of situations could you tackle and how?
- What suggestions for improvement would you do? What contents do you think could be modified or how could they have been conveyed differently in order for you to better assimilate them?

5. Conclusion and recommendation

From the experience of the ToT, we have learned that in order to achieve the starting objectives we set up, we need to generate a training space based on diversity, were multiple ideas and different points of view get together. When we talk about creating a space where different people get together to learn certain values which are recognised in the Constitutions, we must think that is also important to open to the possibility of enrich ourselves and our culture form the other. In this way

we open to a fluid way of work, horizontal, bilateral, where everyone provides the rest with



When we talk of radicalism we cannot see it as a reality concerning only migrants, or only fostered by religion or culture. We must work to create a more supportive and respectful social group, focusing on social issues such as xenophobia, racism and bigotry, criticising the negative stereotypes which are usually related to Muslim people, usually identified with terrorism. This discourse usually end up turning into hatred and criminalisation of migrants. We cannot focus our pedagogy only on those who come to a host country, we also have to focus on the receiving community, to rethink our values and the ways in which we think, feel and act.

Once we have defined the values on which we want to base our educational intervention, it is of crucial importance to show different criteria when it comes to selecting a methodology and methodological tools that must adapt to the needs of participants.

If we want to propose a innovative focus, all intervention must include: an active participation of the trainees, a playful approach, an inclusive language, horizontality. Consciously or not, every educational intervention is a political act. Education can change the world, and that is our aim, and we educate ourselves in order to have a behavioural change. In this way, the personal experience is related to the knowledge and to the collective and public action.

The proposal is a socio-affective approach to education, which offers a holistic learning. This approach not only aims to a transformation of knowledge and ideas (intellectually), but also a transformation in the emotions, the values, and to some extent, of the behaviour. That is the promotion from the beginning of the learning process of a collective experience, which provokes a change. This experience tries to put an end to ignorance and raise awareness about current unknown realities that are seen with prejudices. The experts will step aside and give the floor to members of the different collectives suffering from society's prejudices. The idea is to create a meeting point that breaks biased prejudices.

The feedback from the participants to the training has proven to be positive to this approach. As one of the objectives of the ToT was to develop, with a common approach, a set of common action lines to use amongst the programmes of professionals working with migrants and the in the field of social exclusion to prevent radicalisms. The Human Rights perspective is fundamental to develop any plan of action containing the values and essential principles of socio-educational intervention.



Annex 2. National Piloting Report on Training the trainers, CPIP Romania

TOWARDS CONNECTION AND INTEGRATION

Preventing radicalization and extremism within migrant populations

19-20 April 2019, Areopagus Regional Centre for Social Integration and Human Development

1. Introduction and objectives

The demographic changes indicate the evolution of Europe in the direction of a more interethnic, inter-religious and intercultural society. The policies should promote a harmonious development of the community with equality and solidarity for its people while averting discrimination, exclusion, ghettoization which leads to tension and violence. A key component of demographic changes is the migration of individuals, predominantly Muslim, and this trend is set to continue to grow steadily, with significant possibilities of new short term waves of mass-migration.

Within this context, the overall goal of the current project is to prevent violent radicalization and to promote democratic values, fundamental rights, intercultural understanding and active citizenship.

The part of the project under the responsibility of the CRISDU Areopagus concretely refers to training the trainers, specialists from various backgrounds working/potentially working with migrants, especially Muslim migrants in various counselling settings. The focus will be placed on understanding of the main issues related to migration, touching also on topics such as radicalisation, extremism, fundamental values, rights and duties. The training equips trainers and teachers how to build own confidence when dealing with sign of radicalisation, extremism and how to challenge prejudiced behaviours and stereotypes. It will also focus upon the search for common values between the Western and Muslim world in order to promote the integration of migrants and refugees from Africa and the Middle East into Romania/EU society and contribute to the prevention of radicalisation.

Objectives:

- The participants of the training will be able to debate and explore issues related to migration.
- The participants will be more confident with tools, strategies and techniques to challenge prejudiced behaviours and stereotypes, as well as radicalisation and extremism.
- The participants will be able to plan and carry out teaching sessions with focus on issues of cultural adaptation, identity, gender roles, democracy and tolerance, conflicts (of values) and conflict solving.
- The participants will gain skills so that they are confident, competent, and able to encourage open discussion with learners on how to challenge radicalisation and extremism.
- The participants will be able to support and develop learners' critical thinking, understanding of the values and rights as well as respect for others' points of view.

2. Training agenda

19 April: Understanding migration and counselling migrants	
Time	Activities
13.00-14.00	Registration of the participants
14.00-16.00	Introducing participants and expectations Introduction on migration – Ileana Rogobete, PhD Presentation of REM/pilot project – Florin Băcioiu, Amalia Taran , Patricia Bucko Module 1: Understanding migration – Silviu Rogobete, PhD
16.00-16.15	<i>Coffee break</i>
16.15-18.00	Module 1: Understanding migration (<i>continuation</i>) – Silviu Rogobete Module 2: Interventions in counseling and social work with migrants – Ileana Rogobete
20 th April: Active citizenship and formative educational activities with migrant populations	
9.00 – 10.45	Module 2: Interventions in counseling and social work with migrants (<i>continuation</i>) - Ileana Rogobete Module 3: Active citizenship and preventing radicalization – Silviu Rogobete
10.45-11.00	<i>Coffee break</i>
11.00-12.45	Module 3: Active citizenship and preventing radicalization (<i>continuation</i>) – Silviu Rogobete
12.45 – 13.30	<i>Lunch break</i>
13.30-15.00	Module 4: Formative educational activities with migrant populations - Ileana Rogobete
15.00-15.15	<i>Coffee break</i>
15.15-16.45	Module 4: Formative educational activities with migrant populations (<i>cont.</i>) Evaluating the participants (through small-group activities) - Ileana Rogobete
16.45-17.15	Feedback, conclusions and possible ways ahead

3. Methodology

The training was organised in Timisoara, Romania at the Areopagus Centre for Social Integration and Human Development, during 19-20 Aprilie 2019, at the centre's location on Calea Martirilor, 104, Timișoara.

Number of attendees: 25 participants

The participants of the training were selected from a variety of organisations, governmental and NGOs, local communities, educational institutions and local authorities.

The criteria for the selection of participants were related to the possibility or potential to work with migrants through their job activities and work environment. Therefore, most participants were trainers, teachers, counsellors, psychologists, psychotherapists, social workers, probation officers and other staff working in prisons, educational institutions, community counselling and social work programmes, welfare offices. The participants work in the following institutions:

- West University of Timisoara (four different departments: Politics, Education, Psychology and Social Work)
- National Department of Probation Services



- Centre for Prevention, Evaluation and Counselling against Drug Abuse
- Centre for the Promotion of Life-long Learning (CPIP)
- Areopagus Centre for Social Integration and Human Development
- Areopagus Institute of Family Therapy and Systemic Practice
- The Arad Penitentiary
- Centre for Curative Pedagogy
- "Eftimie Murgu" University of Resita
- Association Iochebed Centre
- Dumbravita Day Centre for Children with Disabilities
- Missio Link International Foundation
- "Sf. Antim Ivireanu" Orthodox Theological High School
- "Dositei Obradovici" Theoretical High School
- "Children and Fairies" Association
- "Hope for the marginalized communities" Programme
- Psychology Independent Practice

The training took place during two days for over 12 hours of direct interaction with a group of approximately 25 participants. The two days of training were organized in four main sessions, each session lasting for approximately 3 hours. Each participant received a folder with the following materials: the agenda of the whole training course, handouts for each session, a short description of the REM project, power-point presentations for the sessions, evaluation forms for each day of training and coloured *post-it* notes for questions and key learning points. Two flip charts were displayed in front of the class, during the whole training: one page for questions raised during the training sessions and the second page, for important lessons learnt at the end of each session.

The methods and techniques used during the training involved interactive activities and discussions meant to enable participants to develop critical thinking and practical abilities in working with migrant populations. Thus, we used the following main methods:

- Brainstorming on relevant topics
- Icebreaker activities
- Power point presentations
- Watching short video clips
- Pair and small group activities
- Discussion in the large group
- Skills development in role-play
- Case study analysis
- Reflection and feedback

The equipment used during the training included:

- Video-projector and loudspeakers
- Computer
- Flipchart and coloured markers
- Coloured *Post-it* notes
- Paper, pen, coloured pencils

4. The analysis of the questionnaires

Personal data

Participants in this training come from 18 different types of institutions, predominantly education, health and mental care, social work, home affair departments and penitentiary.

Gender: masculine – 20%; feminine – 80%



Regarding their work experience, 75% of participants have over 6 years of experience in their field out of which 20% have over 15 years of experience. Approximately 25% of the participants have under 5 years of work experience.

Evaluation of the content and plan of the training

Q1: How do you evaluate the benefits of the training: content and plan as a whole?

Excellent: over 95% of participants

Very good: 3% of participants

Good: 2% of participants

Q2: The content meets one of the targets to prevent violent radicalisation among migrants

Excellent: 85% of participants

Very good: 10% of participants

Good: 5% of participants

Q3: The content supports promotion of democratic values

Excellent: 98% of participants

Very good: 3% of participants

Good: 2% of participants

Q4: The content has a positive effect on intercultural understanding

Excellent: 95% of participants

Very good: 3% of participants

Good: 2% of participants

Q5: The content has a positive effect on increase of active citizenship

Excellent: 90% of participants

Very good: 8% of participants

Good: 2% of participants

Q6: The content has a positive effect on practice and pedagogy of trainers

Excellent: 95% of participants

Very good: 3% of participants

Good: 2% of participants

Q7: How do you evaluate the content in terms of logical structure?

Excellent: 95% of participants

Very good: 3% of participants

Good: 2% of participants

Open Questions

In their detailed assessments of the training course, participants have mentioned the following aspects:

- The course was well structured and useful. It offered important practical skills and information, many of which were appreciated as new and benefic for participants. It also brought excellent knowledge of various techniques of approaching migrants, offering a significant number of practical examples and experiences.

- A balanced mix of theory and practice. The full content was appreciated as “vital in preventing radicalization. Helping migrants we help ourselves and our own European societies”.

- The course reflected good knowledge and a profound understanding of the issues involved in working with migrants, which for most participants were new.

- As a starting point in understanding migration, it is important to understand, identify and asses the main causes as well as having a good understanding of contemporary notions of active citizenship.



- In terms of interacting meaningfully with migrants, it is important to understand the complex attachment needs which are universal but expressing the needs are culturally shaped – a great learning point!
- Others appreciated that differences bring people together and negative reactions are indications of unmet fundamental attachment needs.
- It was important to understand that open-mindedness and efforts to integrate migrants can help in preventing radicalization.
- Most participants appreciated the fact that the training was not “mere lecturing” but it was interactive, with lots of active discussions, activities and video material.
- The course was appreciated as much welcomed, becoming an excellent starting point for the understanding of migration, which was understood as a fundamental human right which also brings with it obligations.
- The course provided many specific ideas about planning various interventions and programmes for the integration of migrants in western societies.
- The training offered a very clear perspective on the possible new situations in which migrants can be involved together through various interventions meant to support migrants.
- Participants reflected on specific definitions of active citizenship as well as theoretical information on migration, “Push and Pull” theory, causes and implications, dangers and pitfalls, including radicalization and violence.
- Regarding the practical skills in working with migrants by developing programmes of counselling and social work, participants appreciated the idea that “healing is not linear” and that migrants come with complex bio-psycho-social needs, for which complex systemic interventions are required.
- Participants enjoyed learning and working with the “Six steps community intervention” programme. Migration can be a very traumatic process, with a negative impact at a physical, psychological and relational level. Meaningful support needs to address all these aspects.
- An important learning point was related to the attitude of the trainer working with migrants which should be based on empathy, compassion, non-judgmental attitude and equality of power.
- The fact that various legal/official documents (Universal Declaration of Human Rights, European Convention of Human Rights, Treaty of Lisbon, etc) were brought into discussions were also very appreciated.
- The trainees also understood that an important value of active citizenship is the respect for human dignity, regardless of race, ethnicity, religion, etc.
- There were very few indications of changes or improvement regarding the content of the training, most participants answering “No” to Q8 and Q9 in the evaluation questionnaire.
- Some of the suggestions referred to the following aspects: the course may include a crisis intervention approach in a critical context related to migrant, maybe more case studies, role play and some good practice experiences from existing organizations.

5. The analysis of the data received in activity groups

At the end of the training, participants were evaluated by inviting them to apply the information and the skills developed during the training in developing an action plan or a formative activity designed to be implemented on their work with migrant populations.

Participants were divided into four small groups. They worked together for 30 min to develop a programme/activity for migrants. The small groups presented their programme in the large group and received feedback from the rest of participants and trainers. Questions, learning points and difficulties were highlighted during discussions.

Group 1: Support group for migrant students

Purpose: Developing interpersonal relationships; understanding needs and expectations



The programme involves regular weekly meetings in informal settings and locations, involving a variety of relational and cultural activities.

Activities:

A1: Getting to know each other

Each person has to bring an object (specific to his/her country) and introduce himself/herself through that object. Explain why they chose that particular object. Talk about expectations and dreams in the new context.

A2: A culinary traditional experience

The purpose is to create a sharing atmosphere of cultural experiences, involving traditional foods from their country of origin, traditional costumes and music.

A3: A night out

The group will go out to see a movie, to the theatre or to a favourite club. The purpose is to adapt to the new environment and relate to local people.

A4: Creative Romanian language course

The purpose is to develop language and communication skills in Romanian.

A5: Traditional dance

Each member of the group teaches the others a traditional dance in their country.

A6: Sport activities

Twice a month the group will have a sport activity to enjoy together. The purpose is to create a spirit of cooperation and unity.

Group 2: Developing intercultural skills with migrant teenagers

Purpose: Accepting differences, developing support and resilience in new context

Activities

A1: We are all different and different is not wrong

Each member of the group is given a piece of paper. They are asked to close their eyes and follow the leader's instructions regarding the paper (fold the paper, remove a corner of the paper, etc). After a while, they can open the eyes and have a discussion in the large group about their experience, how they explain the differences in their perceptions regarding the leader's instructions.

A2: Motivation target

They are asked to make a ball out of their paper and throw it into a basket.

A3: A different start in life: 100 m run

The purpose is to help the kids understand the impact of social inequality. They are positioned in front of a START line and each member receives different instructions. For ex:

- Saeed go 2 steps ahead.

- Fatma go one step back.

- Kabir go 3 steps back.

When the leader says START, they should run, but from very different positions. It is important to observe the kids' behavior as some become disappointed with being unfairly treated and others become more resilient and even if they had a poor start, they arrive among the first, close to those who were fortunate to have a very good start. The leader leads a discussion on how they felt and highlights the lessons learnt through this experience.

A4: Little red riding hood - The wolf's perspective

The leader reads the story and invites members to reflect on the wolf's perspective. The purpose is to help kids develop tolerance for different appearances, ways of thinking and doing things. Each person has value in herself which is not given by the way he/she looks but by his/her dignity as a human being.

Group 3: Sharing the richness of our different cultures in migrant communities



Purpose: Sharing customs, behaviours, values and norms specific to each country of origin, including the new culture (Romanian).

Activities: (suitable for small and large groups)

A1: *The mirror of knowledge.*

A piece of paper divided in two: on one half each person can write what they already know about the new culture and on the other half, what they would like to know more.

A2: *In my country...*

In small groups, they need to prepare together a role play that includes an interaction between people from their different cultures (they can mention types of food, music, etc).

A3: *Different perceptions in communication*

One participant describes an image from several similar pictures in front of the group. The other participants need to guess which is the right image that was described.

A4: *Feedback and fill in*

Go back to the half of the paper in A1 and write what they have learnt during these activities.

Group 4: Promoting community integration

Purpose: Helping migrants to integrate in local communities (for mixed groups of migrants and locals)

Activities:

A1: *Acceptance*: Presenting various traditions, famous places in their countries, foods, music, tourist attractions, strange/interesting cultural facts, etc.

A2: *Sculpting like Brâncuși*: Clay modelling with an exhibition of the objects

Main miniature sculptures of Brancusi are shown to get familiar with and tried to be modelled by members of the group.

A3: *Interaction and unity*: Teaching traditional dances

Each culture (including Romanian) of the group member should be represented by a specific dance and taught in the large group.

A4: *Resources in communication*: Role play – Trying to communicate in an imaginary language. – This should be a funny connecting experience in which group members try to use any communication skill (body language, gestures, sounds, mime, etc) to communicate with another person in a language that does not exist. Participants develop empathy and patience in the process of learning and communicating in a new language.

A5: *Teaching/learning greetings in each person's language.*

6. Conclusions and recommendations

The training of trainers' event is part of Phase 3 implementation of the REM project. The training was designed to enable professionals who are already working with or potentially working in the future with migrants in Timisoara, Romania. The training took place at the Areopagus Centre for Social Integration and Human Development, on 19-20 April 2019. It involved over twenty-five participants coming from various professional backgrounds such as trainers, educators, psychologists, sociologists, social workers, police officers, medical doctors, etc., belonging to a variety of relevant institutions, both governmental and nongovernmental (see full list above). The trainers were academics with a full record on working on issues such as Human rights and Migration, practitioners specialized in dealing with migration (police officers) and specialists qualified in working with various forms of trauma due to political violence and displacement.

The training was adapted to the context of the migration situation in Romania in general and Timisoara in particular. Hence, it started with a brief introduction presenting the fact that at present, migration in the region is low, the number of legal migrants resident in Timisoara and seeking asylum being under 30. However, it was also mentioned that the political situation globally is not stable, Turkey for instance still hosting around 3.2 million of Syrian migrants in refugee camps mainly financially supported with EU funds. Such a context can at



any time change, leading to new waves of migration moving towards Europe and therefore posing EU with new challenges. Within this context, in terms of content, the training was organized around four major themes: 1. Understanding migration, 2. Counseling and social work interventions in working with migrants, 3. Understanding active citizenship and 4. Formative educational activities with migrant populations.

The overall purpose of the training was twofold. On the one hand it was seeking to equip trainers to build their own confidence when dealing with migrants, to challenge prejudiced behaviours and stereotypes and to capacitate them to identify and contain signs of radicalization and extremism. On the other hand, it focused on searching for common values

between the Western and the Muslim world in order to promote the integration of migrants and refugees from Africa and the Middle East into Romania/EU society and thus to contribute to the prevention of radicalization and extremism.

Methodologically, the trainers used a mix of theoretical aspects related to migration and practical activities involving the trainees in learning various possible skills needed in order to achieve their goals. This was done through a variety of interactive activities such as smallgroup work, watching short videos, reflecting and sharing personal experiences, developing practical interventions and action plans for working with migrants.

On the theoretical side, as it was clearly expressed in their evaluation forms, the trainees were able to gain a better understanding of the migration phenomena. It became clearer that migration, for instance, is a fundamental human right, it is a natural part of being human, it can be seen either as “push” or as “pull” migration. It is a very complex and often extremely difficult or even dangerous reality. It can lead to significant traumatic experiences at various levels, from physical to societal to religious trauma. As such it can some time lead to radicalization and even extremist, violent actions. The trainees also learned new skills in terms of dealing both with their own prejudices related to people coming from radically different backgrounds and in terms of dealing with the migrants themselves. The training also included a consistent part dealing with notions of European active citizenship and the way in which migrants should understand and embrace such notions of civic responsibilities.

Common grounds were found in terms of searching for elements such as human dignity, freedom, human rights and even religion, with its many similarities resulted from the belief in the sacred dimension of all human life.

Through various group activities as well as looking at some examples of both good and failed practices in terms of integrating and educating migrants into notions of European citizenship, it was recommended that the most efficient ways included open-mindedness, accepting alterity, renouncing forms of (masked/hidden) domination or superiority towards them, showing respect for their traditions – whenever such traditions were not against fundamental freedoms as they are enshrined in our constitutional rights, showing readiness

to learn as well as actively promoting our own cultural, political, socio-economic values. In this respect, the trainees were invited to better reflect on their own value system, revisiting foundational documents such as the Universal Declaration of Human Rights, the European Union Treaty (Art. 3), or the Romanian Constitution.

As part of participants’ evaluation, each participant as part of a small group, was involved in drafting a project/action plan meant to promote and support the integration of migrants in local communities. Thus, the four project proposals represent important resources that can be further attuned and developed according to the specific needs of migrant populations.

The four projects designed by participants were: 1) *Support group for migrant students*, 2) *Developing intercultural skills with migrant teenagers*, 3) *Sharing the richness of our different cultures in migrant communities* and 4) *Promoting community integration*. The project proposals targeted various levels of interventions with regard to both specific categories among migrant groups, as well as the broader level of community integration. Each project includes creative activities designed to



facilitate acceptance, empathy, connection and a sense of belonging within migrant groups – all these attitudes and experiences being so crucial in promoting integration and preventing radicalisation. The radicalizing and extremist attitudes were understood as related to feelings of disconnection, rejection and marginalization. The trainees expressed their openness to continue such training activities, finding them useful in a globalizing world in which migration is going to be an ever-deeper reality.

Annex 3. National Piloting Report on Training the trainers, CEIS Formazione, Italy

1. Introduction

Please give an introduction into the 3 Piloting phase and its objectives.

In the Italian training of trainers, addressed especially to teachers, educators, social workers who act in multicultural contexts, were presented the tools and teaching methods of the training modules developed and tested in Bologna, by Cpia, in an adult school, and in Modena, by CEIS Formazione, with a group of young migrants hosted in residential facilities of Gruppo Ceis.

The aim of the training of trainers was not only to share methods and teaching tools but also to collect the observations and suggestions from the trained trainers and also their idea of feasibility of the training modules in the context in which they work (schools, hosting centers, residential facilities for migrants, communities, etc).

The general aims were to give tools for:

- educate to the citizenship and in that way prevent violent radicalization,
- promote understanding and mutual respect between those who have different origins, cultures and religious beliefs.

The specific objectives were:

- to share strategies, educational tools and practices for an intercultural dialogue on the issues of citizenship education, starting from the needs and experiences of the students or of the persons that they are taking care of;
- to stimulate attention to recognize, prevent and manage discomfort that can lead persons to forms of radicalization;
- to activate a dialogue among the trainers in training regarding the tools and methodologies developed within the project;
- to accompany the participants in the planning of training, adapting the proposed modules to their own context.

The expected results of the training were that the participants:

- improve the ability to explore, debate, deepen and operate in multicultural contexts on issues such as the promotion of fundamental rights and intercultural dialogue;



- acquire strategies and techniques to deal with behaviors and attitudes related to prejudices and stereotypes;
- be able to plan and conduct training modules that will focus on the following topics: rights, duties, solidarity, laws, Constitution, norms and values, religion;
- acquire greater awareness on how to support and guide learners in developing critical thinking, the understanding of fundamental rights and respect for each other's point of view.

2. Methodology used.

Organization of the sessions (where, when)

The training of trainers, twelve hours total, was held in three sessions lasting four hours each one. All the sessions were held at CEIS Formazione headquarters in Modena, in March 2019, on Thursday, following this schedule:

March 14th, 2019 - from 2.30 pm to 6.30 pm "The Dozza model: tools, attention and strategies. The piloting of the model at the CPIA of Bologna and a writing workshop to build community".
teacher: Francesca Esposito

March 21st, 2019 - from 2.30 pm to 6.30 pm
"Islam and western culture: values, rules, rights and duties. The elements and possible points of convergence for a dialogue and promotion of the rights of all".
teacher: Paolo Branca

March 28th, 2019 - from 2.30 pm to 6.30 pm
"Citizenship and Constitution: elements and attentions for an intercultural dialogue. The experience of CEIS of Modena with migrants: sharing tools and methodologies to be applied in trainer's contexts".
teacher: Daniela Fontanazzi

Two of the teachers who conducted the sessions were already involved in holding the pilot courses in Bologna (Francesca Esposito) and in Modena (Daniela Fontanazzi), and the third teacher is an expert islamologist, professor at the Catholic University of Milan (Italy), colleague of the professor of Islamic studies who held the lesson with young migrants during the pilot course in Modena.

Promotion for the pilot and participants (trainers, experts) recruitment

The training of trainers was promoted during the Italian local workshop held on the 26th of February in Modena, thru REM's social media and project website, thru Ceis Formazione's social media and website, presenting it to stakeholders of Ceis Formazione and by e-mails sent to possible interested contacts.

It was created a google form to register to the course.



Criteria for the selection of the participants

The participants were not selected by CEIS Formazione but they registered spontaneously using the google form.

CEIS Formazione decided to have a minimum of 20 participants and a maximum of 40 participants, to give the chance to all to take part to the sessions actively.

We expected to have registrations especially by teachers, educators and social workers, as it was, but we received registration also by two local police officers, a librarian, two volunteers of associations working in prison and for the promotion of integration of migrants, two university students, one in law and one in sciences of education.

We had to close the enrolling because the persons registered were 41, 36 participated indeed to the training of trainers.

Institutions involved

As previously indicated, the participants were not selected but enrolled spontaneously to the training, consequently also the organizations to which they belong were not selected.

The trainers trained were working or volunteering in different schools, organizations and association from five northern Italian provinces: Bologna, Ferrara, Modena and Reggio-Emilia (Emilia-Romagna Region) and Cremona (Lombardy Region).

The type of organizations were:

- Schools: junior high schools, high schools, school for vocational training
- Social cooperatives and associations working with migrants and with people with different type of disadvantage
- Municipalities of Modena, Castel San Pietro (Bologna) and Savignano s/p (Modena)
- intercultural and islamic associations

The type of

- ***used form(s) of the training (face to face, individual sessions, work assignments).***

Face to face group sessions.

- ***used methods and techniques during the training***

The teaching methodologies, as in the pilot training for young migrants, were cooperative learning, participatory methodology, autobiographical oral narration.

Trainers in training were always involved in a dialogue with each teacher of the three sessions.

The sessions of the training always included a theoretical part and a practical-operational part (workshop).

3. The Analysis of the questionnaires for the trainers and presentation of the findings

The participants were 36 but at the final session not all participated or someone couldn't attend the evaluation part of the session, so the questionnaire was completed by 26 persons.

- Personal data

Questions/ Formators	Q1/ Gende	Q2/ Institution where they work	Q3/ Professional Background	Q4/ How long they've been	Q5/ Place
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	<i>r</i>			<i>working there</i>	<i>of format ion.</i>
F1	F	Municipality	Cultural operator	+ than 15 years	ITA
F2	F	School	Law professor	10-15 years	ITA
F3	F	School	Teacher of Italian language	+ than 15 years	ITA
F4	F	Hosting institution: Residential facility for migrants	Teacher of Italian language	+ than 15 years	ITA
F5	F	School	Teacher	+ than 15 years	ITA
F6	F	School	Teacher	+ than 15 years	ITA
F7	F	Residential facility for migrants / Asylum applicants	Teacher of Italian language	1-2 years	ITA
F8	M	Local police	Local police officer	+ than 15 years	ITA
F9	F	Municipality/ Social services	Educator	+ than 15 years	ITA
F10	F	-	Student	1-2 years	ITA
F11	F	Hosting center	Cultural mediator	+ than 15 years	ITA
F12	F	Rehabilitation center for drug addicts	Educator	3-5 years	ITA
F13	M	Rehabilitation center for drug addicts	Educator	10-15 years	ITA
F14	M	School	Art teacher	3-5 years	ITA
F15	M	Local police	Local police officer	10-15 years	ITA
F16	F	Hosting center	Educator	1-2 years	ITA
F17	M	Educational center	Cultural mediator	+ than 15 years	ITA
F18	F	Educational center	Educator	+ than 15 years	ITA
F19	F	Educational center	Educator	3-5 years	ITA
F20	F	Hosting institution: Residential facility for migrants	Educator	1-2 years	ITA
F21	F	Hosting institution: Residential facility for migrants	Cultural mediator	10-15 years	ITA
F22	F	Hosting institution: Residential facility for migrants	Educator	10-15 years	ITA
F23	F	Municipality/ Social services	Educator	+ than 15 years	ITA
F24	M	Hosting institution:	Educator	+ than 15 years	ITA



		Residential facility for migrants		years	
F25	F	School	Teacher	10-15 years	ITA
F26	F	School	Literature teacher	+ than 15 years	ITA

- *[Please describe the trainers' replies: Questions: Q1-Q5]*

1. The first feature to point out is the relationship between the genders (Q1): it is noted that the male component represents only one-fifth of the participants (6 of 26), this can be explained for the fact that among those employed in the two main types of work sector to which the participants belong (check under point 2), the female gender has, since long time, been prevalent.

2. Seeing the Q2 column related to the working institution we note that the trainers who participated in the course come mainly from two contexts: the education/cultural and the socio-educational service in a broad sense, because belong to this category specific typologies: a) the Social Services of the Municipality of Modena, in this case the Center for foreigners; b) the Reception centers (including those for unaccompanied minors, refugees and asylum seekers); c) the Rehabilitation centers for drugs addicts and d) the Educational centers (services which, unlike those indicated in b. and c., are not of a residential nature). These are two areas which also differ, according to their nature, which is the public one, in the case of schools, and is, instead, mainly linked to the world of the Third Sector and social cooperation in the case of services.

3. From the quantitative point of view we see that, of the 26 participants, 8 come from the context of education and 15 from that of the socio-educational services. In addition to these two institutions it is good to report, especially for future projects which could be inspired by REM, the presence of an institution linked to the field of security, represented by two members of the Local Police of a Municipality of the Province of Bologna. For a future project development, it would be important this interest by a type of institution not initially foreseen among possible participants, to check, if and when, represents a more general interest in the topics of the project which goes far beyond the narrow confines of education and youth services, extending to the area of city security.

4. With the regard to the professional background of the most consistent group of participants, that is the one from the services, has to be underlined that the most of them are educators, while a smaller part has the function of cultural mediator.

5. The last consideration relates to the participants professional age (Q4). If we sum the participants who have been working for more than 15 years with the ones that come right after, those who have worked for 10-15 years, we see that about four-fifths of the participants are represented by persons with a certain length of services, and not by newly hired. This data might suggest that the propensity to deepen topics like the ones that REM propose, might be spread among teachers and operators that have behind a long professional life, that seem to look at these prospects in terms of a pondered professional investment.

- **Evaluation of the material**



o The content and plan of the training materials REM

- Q1: How do you evaluate the benefits of the training: content and plan as a whole?
- Q2: The content meets one of the targets to prevent violent radicalisation among migrants
- Q3: The content supports promotion of democratic values
- Q4: The content has a positive effect on intercultural understanding
- Q5: The content has a positive effect on increase of active citizenship
- Q6: The content has a positive effect on practice and pedagogy of trainers
- Q7: How do you evaluate the content in terms of logical structure?

Questions and <i>assessments</i>							
	Q1	Q2	Q3	Q4	Q5	Q6	Q7
F1	4	4	5	5	4	4	4
F2	4	4	4	4	4	4	4
F3	5	5	5	5	5	5	5
F4	5	5	5	5	5	5	4
F5	4	4	5	4	4	4	4
F6	4	4	5	4	4	4	4
F7	4	4	5	5	5	5	5
F8	4	1	4	3	4	4	2
F9	4	3	4	4	4	4	3
F10	4	3	5	5	4	5	4
F11	5	5	5	5	5	5	5
F12	4	4	5	4	4	4	3
F13	3	3	4	4	4	4	3
F14	5	3	5	5	5	5	5
F15	4	1	5	4	4	4	4
F16	3	4	4	5	4	4	3
F17	5	4	4	4	4	4	4
F18	5	5	4	4	5	5	5
F19	4	4	4	4	3	4	4
F20	3	3	4	4	3	4	3
F21	4	4	3	5	3	4	4
F22	4	4	5	5	4	4	3
F23	3	2	3	4	4	3	3
F24	4	3	4	3	4	4	4
F25	4	3	4	5	5	5	4
F26	4	4	5	4	4	5	4
Average	4,07	3,57	4,42	4,34	4,15	4,3	3,8

Relief and considerations

1. The first consideration, about the scoreboard above, is that we are in front a flattering evaluation. Compared to a maximum score of 5 points at level of 1-5 each question, average achieved by all the answers is 4,09. Exceed the average, in order: the Q3 with an average of 4,42, the Q4 with 4,34, the Q6 with 4.3 and the Q5 with 4,15. Match with the average the Q1



with 4,07, meanwhile are placed a little below average the Q7 with 3,8 end the Q2 with 3,57 points.

2. The Q3, Q4 and Q6, respectively linked to the contents that promote citizenship, to the ones that promote the intercultural understanding and to the pedagogy of the trainers, those are the ones that received the best assessments. Trying to analyze this score with what the different participants wrote in the open response space that was part of the evaluation material, it seems that one of the reasons that underpin this assessment is to be sought in the methodology that was used in the three meetings that betted on promoting a dialogue and an exchange between the participants, and that in this sense, it has been read as a method particularly appropriate to experiment with democratic values such as listening to others and seeking dialogue with them.

In particular:

- In the first meeting with the teacher Esposito the spaces for exchanges were focused on a “creative writing workshop to build a community”;
- In the second meeting with the teacher Branca, in a preparatory work which the participants made dividing into four groups to individualize and to agree the questions addressed to the islamologist for his lesson;
- In the third meeting with the teacher Fontanazzi, the space was even more large, this means that the participants were asked to discuss about training tools that had been used during the piloting within the first phase with migrants, and then, to work in two separate groups for the evaluation of the training course (see below for details).

The high score obtained by Q3 and Q4 is also to be related to the deepen speech that teacher Branca have had about institution and Islamic culture, that had been well prepared in advance, by sending a video and an article to the participants.

3. A specific analysis must be done in relation with Q2, linked to the prevention of violent radicalization among migrants that was the goal that had received the more contained consent. Also, in this case, we tried to do some intertwining between this result and what some participants have written about it in the open question.

It presses us to signal here a schematic suggest, with three levels, because maybe it can help us to further improve the design of future trainings:

- In terms of design, some suggested that between the two REM leading goals (promote the democratic citizenship and face violent radicalization) it has followed a training nearer to the first goal and less to the second one;
- In terms of comprehension, is important to show what radicalization means and what are the itineraries that conduct to it;
- In terms of tools: which are the better ones to face it.

Maybe, also because of the limited duration of the training that didn't allowed a wider deepening about the topic of radicalization and its causes, it was not clear to all participants that, the proposed work on the promotion of active citizenship and reflection on the sense of identity, is related to those that are indicated as causes of violent radicalization: the weakness of the sense of belonging and the consequent perception of loss of identity.



4. The last consideration is tied up to the evaluation of Q1, on an overall evaluation of the content and the plan of the training course, that obtained the average score of 4.07 that is exactly the average of those obtained by all questions. This result seems us a bit like the synthesis that balances four types of evaluation, and that is:
 - a. The high approval on how the objectives linked to the content of democratic values, intercultural understanding and active citizenship were treated;
 - b. The high approval obtained from the content relating to the practice and pedagogy of trainers;
 - c. The soberer approval regarding the matter of radicalization;
 - d. The reporting, made by some participants, of the necessity of a longer training to develop so large and interesting topics (that is also connected to Q7).

o Open questions Q8 – Q9

- *[Please describe the participants' replies: Questions: Q8-Q9]*

This part of the report is processed putting together and analyzing two types of answers:

1. Those one given to open matters Q8 (Is there any content missing which should be included?) and Q9 (Is there any content which you think is unnecessary?)
2. And those emerged during focus groups made at the end of the third meeting, where trainers, divided in 2 groups (the first one composed mostly from people that work in the field of school/ education and the second one that brought together participants that work in the social-educational context) conducted by two staff members, made an assessment of trainers course, guided from these three questions:
 - a) In connection to the context in which you work (school, social context, prison), which themes do you think are the most relevant and why?
 - b) What are the proposals that you could adapt in your context and how?
 - c) Thinking about your working context, which difficulties could you meet reproducing topics that seem to you more effective? How could you face possible difficulties?

Trying to schematized answers and thoughts collected with these two modalities, the result consists in three levels: issues/contents, methodology, some constraints and environmental difficulties that participants meet in their working context.

- **On the plan of content to be added or increased**, it has been confirmed the desire to deepen the aspects related to violent radicalization. This aspect is strengthened if we add the request of major deepening of the Islamic religion and mechanisms of the processes of integration. A second aspect to increase is about the differences of gender in an intercultural context (that could perhaps still recall some issues related to relationship between two genders in the Islamic context, whom we had mentioned in the second session). Third theme is the understanding and respect for rights that different people linked to the wider field of legality education. On the side of the ability to promote integration by the institutions of the receiving countries, it has been reported the importance of putting more on fire the devices that can promote a higher integration between school and immigrant families.
- **On the methodological plan**, there were two fundamental considerations.



The first one, still not very articulated, it urges a planning of these courses with a focus on the concrete application of the contents (eventually reducing the number of contents).

The second one is more specific and consists in stressing the importance that played the strategy of working in groups, in the sense that is very important to be able to bring this modality even in the working contexts of the trained trainers. And this in two levels: a working group between colleagues (teachers or workers of socio-educational services) and working groups that each of them could create with young people (whether these are student or clients of the socio-educational services). In the first case the group would become the place where trainers could “mostly share between themselves intercultural courses that have realized in their contexts”. In the second case the group would have the function “of facilitating the co-existence among young people” promoting the ability of “listening without judging” and so encouraging “the different cultural identities”. In addition, some participants expressed the desire to work in the future through the writing workshops experienced in the first meeting.

- **On the environmental obligations**, the socio-educational services workers reported the difficulty of working with young immigrants in a context where often they see denied their immigrant visa. This “cuts off of all the training proposals we are considering”. Maybe a perspective could be to help those who will return to their country of origin to accept the failure of their migration project.

5. Conclusion and recommendation

Globalization poses the educational challenge of rethinking the democratic model beyond the status conferred by belonging as a citizen to a given state. "The new citizenship is based on the recognition that pure cultures are an abstraction and that cultural and social boundaries change constantly, forcing us to rethink our identity project".¹

Speaking of citizenship to people who are foreigners under Italian law, talking about equality and the nation, today requires an in-depth reflection on the model of citizen that we want to contribute to form.

The idea of citizenship that today prevails in the democratic and liberal societies of the West is strongly centered on the individual, on an extremely narrow and fragmented conception of the self, which reduces the relational dimensions and poses profound problems with the differences (not only cultural) . "It is an idea of citizenship characterized by an ambivalence: on the one hand, it is a factor of inclusion and equality and on the other, it is an instrument of exclusion and social closure. It guarantees social inclusion, but, at the same time, it marks a boundary between the community of citizens and foreigners, between those who have the rights and those who don't have it. And so, born to guarantee equality and inclusion, today citizenship favors situations of inequality and discrimination, (...). The migration phenomenon is contributing to undermine this connection between citizenship and nationality ".²

It is therefore important to stress the need to think about how to educate, in an intercultural perspective, to a democratic citizenship, detached from the *ius sanguinis* or from the idea of a

¹ Santerini, M., *La scuola della cittadinanza*, Laterza, Roma, 2010 (pp.7-12) our translation

² Luatti, L.(a cura di), *Educare alla cittadinanza attiva. Luoghi, metodi, discipline*, Carocci, Roma, 2009 our translation



national state, which takes into account the major changes taking place in the times of liquid modernity.³

It is also necessary to give the tools to those who work with migrants, and not only, for a deeper reflection on the theme of identity.

The idea that people can be classified solely on the basis of religion or culture is an important source of potential conflict.

We need a "clearer understanding of the plurality of human identity, and in the recognition that these pluralities are transversal and represent an antidote to a clear separation along a fortified and impenetrable dividing line".⁴

"The intercultural insists, not on the" cultures "that are at stake and on the supposed differences of the others, but on the prefix *inter*, on the space that is in the middle, which is placed in the territory of the meeting and the possibilities of interaction".⁵

The capacity for empathy, listening and respect are essential prerequisites for dealing adequately with the proposed themes and fostering an intercultural dialogue, able to grasp the limits of one's own points of view and mutually enrich by differences.

The topics dealt with are very important for those working in the educational and socio-educational sector, first and foremost educators, teachers, social workers, psychologists. But even those who work in public services that deal with migration and in the local police forces that promote urban security, need to investigate issues related to cultural diversity, a sense of belonging and identity. Judging and resorting to laws without trying to create relationships of trust in which it is possible to understand, understand each other and give more instruments of choice, leads to further fractures and suffering. The work, above all with the young people of the second generation, and the view on the family as an observatory and a migration project in a pedagogical perspective, remain key points of attention for research in this sense.

Thus the usefulness of continuing the path emerges, creating opportunities for discussion/ training in the territory between teachers of schools and CPIA, educators and social workers, law enforcement, cultural mediators, religious leaders and foreign communities in the territory. The experience with the Islamic prisoners of Father Ignazio de Francesco, an expert on Islamic spirituality, at the Bologna prison and the adaptation of the route taken in Modena and Bologna in different contexts, integrated with the experiences of partner countries, can provide many useful elements and references for a deeper understanding of the specific theme of radicalization. On these issues it we think that specific research is needed and the involvement of trained mediators and Islamic religion experts, capable of giving useful tools to operators who often find themselves alone in the management of extremely complex situations. The training courses offered in Italy, which presented prevention experiences and also involved young people, require a deepening in this sense, so as to be able to continue the exchange by deepening the themes and the operational tools presented, thinking them and adapting them to the different contexts.

³ Bauman, Z., *Modernità liquida*, Laterza, Roma-Bari, 2002 our translation

⁴ Sen A., *Identità e violenza*, Laterza, Roma-Bari, 2006 our translation

⁵ Mantovani G., *Intercultura. È possibile evitare le guerre culturali*, Il Mulino, Bologna, 2004 our translation



Annex 4. National Piloting Report on Training the trainers Volkshochschule im Landkreis Cham e.V., Germany

Introduction

The VHS Cham organised the training of trainers in May 2019 (07/05 & 10/05). A total of 44 participants took part at both events.

The training REM was directed at teachers, trainers, volunteers working with migrants, especially Muslim migrants in various educational settings, NGOs, local authorities as well as those responsible for the design and implementation of the educational and integration measures for migrants. The VHS Cham focuses in own work on educational and integrational activities for migrants, it offers various courses, trainings, guidance activities for migrants and refugees, therefore the teachers, trainers working with migrant learners are important target groups for us, they serve the first contact with the hosting country for migrants. Due to long cooperation of VHS Cham with Bavarian Association for Adult Education and other Adult Education Centres in Bavaria (Volkshochschulen), one of the REM training sessions for trainers - 10th May 2019 - took place in the venue of the Volkshochschule Erlangen Stadt (Bavarian region Franconia).

The learning outcomes of the training

- The participants of the training will be able to debate and explore issues related to the promotion of fundamental values, rights and duties;
- The participants will be more confident with tools, strategies and techniques to challenge prejudiced behaviours and stereotypes, as well as radicalisation
- The participants will be able to plan and carry out teaching sessions with focus on issues of gender roles, democracy and tolerance, conflicts (of values) and conflict solving
- The participants will gain skills so that they are confident, competent, and able to encourage open discussion with learners how to challenge radicalisation
- The participants will be able to support and develop learners' critical thinking, understanding of the values and rights as well as respect for others' points of view.

Methodology used

The training of trainers, twelve hours in total, was held in 2 different days, according to the agenda prepared. The main focus was placed on understanding of issues related to the combating radicalization, extremism and promotion of fundamental values, rights and duties in classes addressed to migrants, asylum seekers and refugees. The training equipped trainers and teachers how to build own confidence when dealing with sign of radicalization, extremism and how to challenge prejudiced behaviours and stereotypes. It focused upon the search for common values between the Western and Muslim world in order to promote the integration of migrants and



refugees from Africa and the Middle East into German society and contribute to the prevention of radicalisation.

The training aimed at sharing information and methodologies regarding the learning/teaching materials developed within the project REM and foster the dialogue among the trainers on the issues of citizenship education, improvement of the intercultural dialogue in educational measures and developing critical thinking among the learners. The workshops served as an immersion of issues and topics of the curriculum “Living in Germany” – nationwide framework curriculum for orientation course.

Promotion for the pilot and participants (trainers, experts) recruitment

In the process of recruitment of participants, the VHS Cham participated at informational events organised by the Bavarian Association for Adult Education centres (BVV) in Bamberg and Munich, published an article in the quarterly newsletter of BVV in April 2019 and distributed the information letter among collected contacts and networks on the regional and national levels.

The participants had different backgrounds in the field adult education. They have experience in teaching migrant learners (integration courses, orientation courses or literacy courses). The sessions were delivered by experts working at VHS Cham in the corresponding field and experiencing the implementation for the teaching materials in practice. (two of the experts were involved in the piloting sessions for migrant learners)

The sessions started with an introduction to the training and a short presentation of the REM project and some excerpts from the movie, produced within the DOZZA project. Afterwards the eight modules of the REM project elaborated in cooperation with the Institute for Political Science University Regensburg, Bavaria were promoted.

During the session following topics were discussed:

- Violation of human rights as a reason for migration
- Explanation of the term „tolerance“/ religious tolerance
- Democracy and Islam
- Reduction of mutual prejudices and search for common values on the example of the film in German: *Almanya*
- Religion as a resource of identity
- Gender roles, marriage: Development of equality
- Marriage and family: which cultural orientation do I have?

The main focus was upon the comparison between different religions and peacefully living together in the receiving country. The experts also pointed out that the REM materials are a valuable extension of the official materials for integration courses in Germany (Living in Germany). During the workshops the participants had the chance not only to follow up the master-classes showed by the experts, but also to carry out one teaching lesson prepared by them.



The course was designed to leave time for participants' questions, discussions and opportunities to learn from each other. The feedback from the experts was collected in form of open discussion and questionnaires. At the end of the training the feedback questionnaires for the participants were distributed, additionally an open discussion was carried out.

The majority of the participants were very interested in the teaching materials developed and initiated and participated in valuable discussions and the experts facilitated an exchange between participants. They acknowledged the multi-faceted nature of migrant integration process, which involves also a high commitment of teachers/trainers and other stakeholders. The general opinion was that the materials are very useful seen for their daily work with migrants and can be adapted to particular audiences and contexts. The materials can be used as stand-alone resource.

Some of the participants were rather critical because they had the impression of the workshop focusing too much on religious aspects. The average mark is 3,5.

However, the experts' impression was that the reason for this could be that they are a bit hesitant when it comes to this topic. The aim of the workshop was to make the trainers aware of religion and intercultural differences and make them feel more comfortable with this topic.

Conclusion

All in all, it could be said - and the feedback questionnaires proved this - that the workshop had a positive impact on all participants. Even the more critical ones showed interest in receiving the REM materials and use them in their lessons.



Annex 5. National Piloting Report on Training the trainers Fundatia, Romania

Report of the Teacher Training Course

Dates: 26th of April 2019 Time: 15.00 - 19.00 Session one

3rd of May 2019 Time: 15.00 – 19.00 Session Two

4th of May 2019 Time: 15.00 - 19.00 Session Three

Place: Fundatia Professional premises.

Trainers: Trainer from Divers Association, Freelancer and Angela Cotoara

Fundatia Professional adopted an approach of the Training which has been very much appreciated namely: we have started all the sessions with a 'warm up' and practical activities first for the group formation. We also have delegated one teacher-trainee at a time to write a Diary for each session. At the end of the course almost each of the trainees wrote about one activity and it helped us to copy all the "pages of the diary" which were given to each teacher trainee. Also we designed a Grid at the end of each session for pointing out the usefulness of the activities in training teachers and in their daily life. (GRID: For Us as trainers/teachers, For our students/trainees, For us as a person).

Due to the success with our group of teacher-trainees we consider that we can offer the training programme to more people and it can easily be integrated in our organization's portfolio.

As a partner I would like to thank the coordinator of the project for giving us the opportunity to put a new "hat" on, that of a trainer in Muslim culture and migrant issues. I have been very enthusiastic about the course, enthusiasm which I think I succeeded in transmitting to all the teacher-trainees. The atmosphere from my language centre is a very cozy one and we, the trainers did our best to fulfill trainees' expectations.

The fact that a methodologist from the Inspectorate came to our TP, the headmistress of the Unirea High School, the Director from the local Teacher Training Centre, a lecturer from the local Faculty of Economics and one from the University of Medicine helped us to make it known to a large community in our city and region. An accreditation of the course and its inclusion into the offer of the Teacher Training Centre will be something that we thought of carrying it on in the near future.

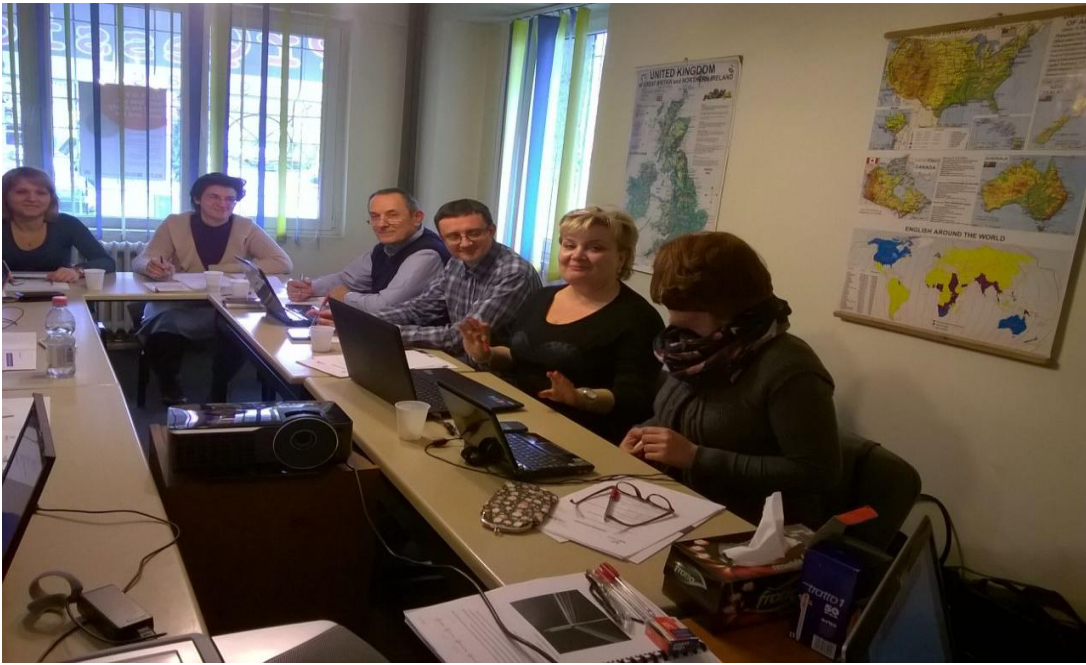
Train the trainer: Rights, Duties, Solidarity

Session One: Genesis of the REM project and the main results. History and phases.

Session Two: Promotion of critical thinking and tolerance

Session Three: Islam Culture: stereotypes, clothing and role models

First Session



Second Session



Third Session

Group Work



Pair Work



