



**CENTRO  
INFORMAZIONE E  
EDUCAZIONE ALLO  
SVILUPPO ONLUS**

**CIES Centro Informazione e  
Educazione allo Sviluppo**

**Center for Development Education and  
Information**

**History, projects and initiatives  
October 2013**

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## **1. ABOUT CIES**

CIES - Centro Informazione e Educazione allo Sviluppo [Center for Development Education and Information] - is a non-governmental organization recognized by the Ministry of Foreign Affairs and the European Union Commission as qualified to operate in the field of development cooperation with countries in the Global South and in development education in accordance with Law 49/87 of 26.2.1987 (MD of Min. Foreign Affairs No. 1988/128/4164/0 of 09/14/1988). It is also an "Onlus" non-profit organization in compliance with art. 10, paragraph 8, Section II of Legislative Decree 460/97 of 12.4.1997 establishing non-profit organizations (as NGOs in compliance with Law 49/87).

CIES is legally recognized as a non-profit organization, founded in 1983. Headquartered in Rome, it is also active through *Local Initiative Centers* (Centri di Iniziativa Territoriale - CIT) in other Italian regions, including Emilia Romagna and Sicily.

CIES promotes and supports projects and initiatives for the self-development of populations and groups in Southern Africa, Latin America and Eastern Europe. It is engaged in projects relating to women, children and young people in situations of marginalization and socio-economic insecurity. Its cooperation projects follow an integrated, intersectoral approach, bolstering existing local associations, institutions and resources.

It pays particular attention to the connection between cooperation and development education, with the goal of gaining culturally from examples of projects in the Global South through programs of information and awareness raising in Italy.

CIES's goal is to help forge in public opinion, particularly that of young people, a culture of solidarity and cooperation, fostering widespread commitment to issues of development and poverty. It does so in the belief that rebalancing the planet's resources can create a new world order that is fairer and based on peace.

In Italy, CIES pursues projects promoting information and education about development, intercultural issues and global citizenship, including through programs in schools, seminars and conferences, film screenings, cultural exchanges, and solidarity projects, in connection with groups in the developing world and in Europe.

In support of these projects, it oversees the collection and production of writings, educational and audiovisual materials.

In the nineties, it started employing the tool of mediation, implementing training programs for new professional figures, including cultural mediators, intercultural mediators and linguistic-cultural mediators, involving both Italians and foreigners. Within its organization, it set up an Agency for Intercultural Mediation, focused on orienting and integrating immigrants in school, the healthcare system, the work place, and the service sector.

CIES works with other NGOs, professional and foreign associations, research and documentation centers and local agencies and institutions.

In implementing its programs and operations, it relies on contributions from several Italian Ministries (including those of Foreign Affairs, the Interior, Labor, Public Education and Equal Opportunity), the EU Commission, UN agencies, local agencies, public and private organizations, the membership of individuals and organizations and association dues.

## **2. EDUCATION FOR GLOBAL CITIZENSHIP**

These programs and initiatives are intended for young people and school, cultural and social professionals, and to shape public opinion in general. Their goal is to help the people of the world live together in solidarity, developing educational and training strategies to create greater awareness about the problems of Global North-South relationships, migration, human and civil rights, the relationship between development and the environment, and other cultures.

The programs are implemented centrally and regionally, through the Local Initiative Centers, in:

- **Schools**
  1. Seminars and continuing education for teachers
  2. Innovative educational events
  3. Cultural events
- **Local area**

Discussions, round tables, meetings, workshops, exhibitions, screenings, radio broadcasts, and courses for cultural professionals and associations
- **Public**

National and international conferences and seminars

CIES was among the founders of the **Global Citizenship Education Platform** [Piattaforma Educazione alla Cittadinanza Mondiale] which led a national discussion to redefine the concept of development education

**CIES is on the final list of institutions accredited for school personnel training by the Ministry of Education (MD 177/2000 - May 30, 2002).**

**CIES has also received a certificate of conformity (n.11972/04 of 23/11/2004) attesting that it meets the standards of ISO 9001:2000 Quality Management System (IQNet Registration No. IT -39854) in the field of: PLANNING AND PROVISION OF PROFESSIONAL EDUCATIONAL COURSES**

**Since December 2010, CIES has been accredited as an educational organization ("continuing education") in the Lazio Region**

***Major initiatives include:***

- **Project "V.O.L.A. (*flight*) - life beyond reception"** - June 2013 - June 2014 (**EIF** - European Fund for the Integration of third Country Nationals. Action 3).  
The Project aims at supporting the integration of newly arrived migrant minors, in the territories involved in the project and surroundings, by providing psychological support, counseling and vocational guidance, personal empowerment and socialization.
- **Project I-CUD - Creatively Unveiling Discrimination** (december 2012-december 2014) Cies is partner of this project, which has been co-financed by the European Programme Fundamental Rights and Citizenship.

The project involves 5 European Countries (Spain, Belgium, Great Britain, Romania and Italy) and it aims at strengthening the awareness on racism and discrimination in the web, in particular in social networks.

It aims at providing a practical guide on the ways to unveil hidden forms of discrimination: a useful guide to turn young people from "passive consumers of discriminatory contents" into creative, "pro-active subjects, who are able to actively produce useful material to counteract these behaviors.

- Project "Democracy on stage" ( YOUTH ) (March-November 2013) uses civic theater to involve youth into political life, to make them feel actively engaged in the decision-making processes that affect youth policies. the activities will involve 10 Italian youngsters and 10 Spanish ones who will meet the local decision makers and will learn the mechanisms which guide the implementation of youth policies. The young people involved will take part in a workshop on civic theater and will realize a performance that will finally involve more than 400 other youngsters as "spect-actors". The activities will happen simultaneously in Rome and Seville.
- **Project "ArtEducation" (January-December 2013)** co-financed by Altamane Foundation which foresees the implementation of music and dance activities at the Youth Center MaTeMù.
- Project "ABC of Citizenship" (EIF 2012 -Action 1) (June 2013-still running) continuation of the project "Words in Town".
- Project **Words in Town** (EIF-2011-Action 1),(October 2012-2013) realized in Roma by CESV (lead-partner), CIES, ARCI, AUSER, ASINITAS, COTRAD, II CTP, ICON EDUCAZIONE ATTIVA. It involved the implementation of language and civic education courses for foreign citizens. In particular, CIES has realized at Youth Center MaTeMù 2 courses of 80 hours each, a classic literacy course and one of A1 level in which part of the class hours are spent in a computer room and are addressed to foreign unaccompanied minors and young immigrants. Teachers of Italian as second language who were involved in the initiative were also trained about the use of innovative teaching tools and the interaction with pupils, about ICON,(teaching Italian language through PC-tools) and about to participate in an on line community (managed by an on line platform).
- Project **ACT (Area Cantieri Teatrali)** Young people as actors in integration and intercultural dialogue - (2011-2012), co-funded by the European Fund for integration of third-country nationals. The project offers a model of a social and cultural project for immigrant and non-immigrant adolescents and youth. It uses artistic / expressive forms as tools suited to foster processes of social integration and intercultural dialogue. The project's focus is the use of social theatre as a tool of inclusion and conflict resolution.
- Project **RIGHTS – “promoting Global citizenship education Through digital Storytelling”** (2011-2013) aims to promote Global Citizenship Education through the use of technology (particularly through the method of digital "storytelling"), improving teaching and interactive intercultural learning in European secondary schools. The project leader is the Marconi Telematic University (UGSM), partner, in addition to CIES, BGRF (Bulgaria), TRANSIT (Spain), APS (Portugal), ILMEM (Turkey), Hedmark University College (Norway), and Seed Association (Switzerland). The project is intended for secondary school teachers and students. It is funded by the life-long learning (LLP) program, Comenius (EACEA).
- Project **"Migrant Routes"** (2011-2012 co-funded by the Minister of Labor and Social Policies - Department of Volunteering, Associations, and Social Groups - Social Promotion Actions. The project (COCIS project leader with CIES, GUS Marche and CISS Sicily as partners) entails educational activities on the topic of immigration and putting on an interactive exhibition for middle and secondary school students. The exhibition takes place in Genazzano, Naples, Macerata, Bari, and Palermo

throughout 2012.

- Project **World of Difference (WOD)** (2011) co-funded by the Vodafone Foundation musical workshop with an educational approach as part of the MaTeMù Youth Center and implementation of the Matemusik Band project, a multicultural music group of young people and adolescents from different backgrounds, cultures, and experiences.
- Project "Activities aimed at the social inclusion of second generation youth in the 1st City Council of Rome" co-funded as part of Law 286 by the Rome Historic Center City Council (2011)
- Project "MatemusikOrchestra" (2011-2012), co-funded by Unicredit, plans to bolster music and singing projects at the "Matemu" Youth Center with the production of a "campus musical" for young Italians and second generational immigrants and music workshops.
- Project "Youth Center Workers" (2011-2012) funded by the Roma Terzo Settore Foundation through its solidarity office, seeks to create a path of job preparation in the field of managing and coordinating youth centers through a three-phase process, starting from a complete theoretical basis through to the first practical experience in the field, and then "on the job" training. The entire duration is 400 hours over 11 months, including 100 hours of classroom training and 300 traineeship hours.
- Project "Voices of the Street" (2011) - co-funded by the Province of Rome, involves bolstering activities at the youth center, particularly film forums, video workshops, and equipment purchase.
- The "Knowledge, Health and Food for All" (2010-2012) project, co-funded by the European Commission - EuropeAid, in collaboration with 14 other COCIS NGOs on the issue of Intellectual Property Rights, with awareness raising initiatives for young people.
- The Right to education, youth and social participation: African experiences project [Diritto all'educazione, giovani e partecipazione sociale: esperienze africane] in partnership with Ricerca e Cooperazione. (2010), co-funded by MFA-DGDC. Educational and awareness raising initiatives (such as producing the video "If the street could talk" ["Se la strada potesse parlare"] about educational experiences with young people in the streets of Angola and Ghana)
- Language Learning by Radio (LALERA -TOI) (2008-2010). The LALERA project was also co-funded as part of the Leonardo da Vinci Transfer of Innovation (TOI) in a broader version involving fifteen partners from Italy (CIES as group leader, LYNX, IcoN, University for Foreigners of Siena, Department of Labor, Equal Opportunity and Youth Policy Department of the Region of Lazio, Region of Tuscany - Department of Production, Education and Labor, SMILE), Spain (University of Seville, Pedagogy Department, Comisiones Obreras, EMARTV) and Romania (Publimedia Translation, Blocul National Sindical, University of Bucharest

(Department of Spanish and Italian), Rumanian Radio Broadcasting Company (Rumanian National Radio). Thirty programs (10 per country) were produced and broadcast in Italian, Rumanian and Spanish.

- **IGRANTS** (Lifelong Learning Program) 2008-2010 Lead IDEC (Greece): training of trainers and mediators and support staff in the management of the evaluation criteria of the basic skills and competences of adult migrants and their learning needs through the 'use of a software specially created (SAOS) and tested in in the Czech Republic, Germany, Italy, Poland, Turkey and the United Kingdom.
- **I GenerAzioni - paths to the socio-cultural inclusion of young people project [II GenerAzioni – percorsi per l'inclusione socio-culturale dei giovani]**, Ministry of Labor and Social Policies, fund for the social inclusion of immigrants (2007) As part of the project the **Maria Teresa Mungo - MaTeMù youth center** was established in the Esquilino district of Rome (Via Vittorio Amedeo II, 14). The center's activities include recreational, art and study support initiatives with the goal of integrating Italian and second-generation pre-adolescents and adolescents.
- **dolescents, in school and on the streets** "(2009) [Adolescenti tra la scuola e la strada] co-funded by the Ministry of Foreign Affairs, in partnership with CISS; educational activities and workshops in schools on the topic of young second-generation immigrants. Production of the video "Adolescents, in school and on the streets")
- **hildren of Migration project** [Bambini delle Migrazioni] (2009) co-funded by the Ministry of Foreign Affairs; educational projects about the issue of immigrant children in hospital play spaces, ASL; children's literature prize
- **ALERA Language Learning by Radio** (2005-2007) Project co-funded by the European program Leonardo Da Vinci. " The project idea was to create an educational program through the radio for learning Italian, targeted at caregivers of Rumanian origin. Italian partners: CIES (leader) Lynx, Icon, University for Foreigners, Siena; Rumanian Partners: Publimedia, Rumanian Broadcasting Company (Rumanian National Radio), Ioan Dalles University and Adepc. Eight pilot programs were produced and broadcast in Italian and Rumanian. In 2008 the project received the "European label for innovative projects in language teaching and learning "
- **ntermundia News** (1999-2008) In collaboration with the Municipality of Rome, Department of Educational and School Policies, CIES created a bi-monthly newsletter about intercultural education initiatives in Rome. Intermundia News was sent to all schools in Rome, including theme-based reports, articles by experts and information about new publications.
- **he world in the classroom. Network of Documentation Centers on Development Education. 2006** In partnership with UCODEP (Arezzo), Mani Tese (Milan), and the Documentation Center of the City of Arezzo. Launched in January 2005, the project involved forming a network of documentation centers in Italy,

creating a searchable database of publications on development education topics. Additionally, on-line services were developed and a summer school for teachers about development issues was started.

- **wareness raising campaign about childhood in Morocco and Albania.** Project co-funded by the Ministry of Foreign Affairs (DGDC), started in June **2004** and implemented in collaboration with Save the Children Italy. The project entailed a campaign about unaccompanied foreign minors, including making a CD ROM, a website ([www.almaro.org](http://www.almaro.org)) and conducting educational workshops in schools in Rome and Milan.
- **IGMA** (2003-2005). Project in partnership with IDEC/OBES (Greece) as part of the European Commission's EuropeAid program, designed to foster a culture of solidarity and cooperation in favor of children in distress in two southern Mediterranean countries: Morocco and Albania, where migration has a tragic aspect due to the frequency of unaccompanied minors. Results included educational workshops, educational courses for teachers and other professionals and publications (SIGMA Manual)
- **ultural mediators in schools** (2003) The use of intercultural mediators in 23 schools, including comprehensive schools and teaching centers and 10 nursery schools in Rome, based on an agreement with the Department of School and Educational Policies.
- **nter-faith board in Rome.** Since December 2003, in cooperation with the Municipality of Rome, Department of School and Educational Policies and religious communities participating in the board established by the Municipality of Rome, CIES has managed the site of the Inter-faith board of Rome. Previously, in 2002-2003, the board was given space in CIES's Center for Intercultural Documentation in Rome. Public meetings were organized with representatives of various communities.
- **CT for Development** (2003) An on-site course for journalists on the methods adopted in international cooperation projects to bridge the digital divide between the Global North and South.
- **ultural mediation in schools** [La mediazione culturale a scuola] (2001-2002) initiative in four **comprehensive** schools in Rome involved using cultural mediators in the role of dialogue facilitators for foreign families, and supporting teachers in educational activities.
- **everyone Online** [Tutti in Rete] (2001 and 2002) in collaboration with ALISEI and UVISP. Project to raise awareness on issues of the digital divide between the Global North and South.
- **he fairy tale in the Mediterranean** [La fiaba nel Mediterraneo ] (1999-2001) Forming a computerized network between kid centers operating in the Mediterranean area to give children the chance to get directly in touch with peers in

other countries, send and receive messages and exchange opinions, plans and ideas. As part of the project, a series of television shows was produced in cooperation with Rai Educational

- **Let's fair trade** [Consumiamo equo] (1999-2001) The project, in collaboration with COOP, raised awareness among consumers and in schools about fair trade issues. Leaflets were made and widely distributed in COOP supermarkets and hypermarkets, and educational materials were created and used to conduct workshops and educational programs in schools at every level.
- **SLIL - Integrated System for Long Distance Intercultural Learning (1998-2001)** project part of the Program of the European Commission "Multimedia Educational Task Force" in partnership with the University of Rome (ROMA TRE) - Department of Education, HEGOA (Spain), and NCDO (Netherlands).ISLIL's objective was to design, implement and test a software application based on on-line and off-line multimedia technologies, supporting teaching in primary and secondary schools.
- **Decentralized cooperation project on the Millennium Development Goals. 1999** funded by the Municipality of Rome and in collaboration with other Roman NGOs in Rome's Citizens' Committee for Decentralized Cooperation, workshops about the Millennium Development Goals were organized in Roman schools.
- **Let's understand the world" [Comprendiamo il mondo] project Dissemination of NGO publications about development** in partnership with UCODEP (Arezzo), Mani Tese (Milan), and the Documentation Center of the City of Arezzo.
- **Intercultural Fair" [Fiera dell' Intercultura]** (April 8 to 21, 1997) This initiative was an opportunity to exchange information and experiences about methods and tools to promote an intercultural dimension in the school system and in the education system in general, with an approach based on European comparison. The project involved collecting and exhibiting all kinds of published materials that discuss issues of the Global North/ South, migration, human and civil rights, the relationship between development and the environment and other cultures. There was a dedicated space about exemplary educational experiences of other European organizations, especially those of project partners, including: OXFAM (English) and NCO (Dutch). All materials on display were collected in a catalog distributed internationally.
- **Continuing education courses for kindergarten teachers "Intercultural education in kindergarten" [L'Intercultura nella scuola materna]** at the Documentation Center for Kindergarten - in collaboration with the Continuing Education Department of Division IX of the Municipality of Rome. Rome 1995,1996.
- **Setting up a video library with about 900 titles (including 300 translated in Italian) "Children's Video Tam Tam" [Tam Tam Video Giovani]**: a special area for small children and young people that selects and provides videos about the Global South for educational activities and information about development topics and different socio-cultural situations. These options were offered through workshops in schools.

- articipation in the **Children's Book Fair** in Bologna, in the Multicultural Publishing area, with a display of the publications produced and collected by CIES in the process of its development and multiculturalism education programs. Bologna, April 1993. In 1994 and 1995, also within the Book Fair, international seminars were conducted for teachers and cultural professionals on the issues of intercultural educational planning.
- **Global South shelf in every library" [Uno Scaffale Sud del Mondo in ogni Biblioteca] campaign** (1992-1995)
- **ocal events** with videos from developing and industrialized countries on issues related to situations of underdevelopment and Global North-South interdependence.
- **Meet the world '91" (1991-92) [Incontramondo '91]** Competition for the collection and enhancement of materials produced in Italian schools during programs for education about development, peace, the environment, and awareness of the Global South. About 180 works from schools from every region of Italy were collected and included in a special catalog. In December 1992, these materials were displayed in an exhibition, which included a conference on studies about education for global citizenship.
- nternational Video Festival, "**Tam Tam Video**" (five festivals between 1986 and 1994), combined with conferring an international award for video production.
- **romotion** and dissemination of materials collected in the Documentation Center to provide the tools for learning about social situations and cultures of the countries of the Global South. The project, implemented with support from the European Union, is a public awareness campaign conducted through initiatives, particularly in public libraries. With this objective, conferences and seminars were held about spreading a culture of global citizenship (Florence, Ferrara, Caltanissetta, Venice and Bologna).

## 2.1 EVENTS

As part of its educational work, CIES created interactive exhibits based on **role playing**.

- **One way ticket. A trip like no other** " [Sola andata. Un viaggio diverso dagli altri (October 1997/April 1998 - Rome's Cinecitta studios, March / May 2000 - Reggio Emilia ex-Locatelli Area, Rome, Teatro India, January-February 2006): Interactive, multi-media exhibition/play about immigrants and refugees made with theater sets on about 1500 square meters. This original special opportunity gives visitors an intercultural experience, using the technique of role-playing and simulation to follow the tribulations of immigrants and refugees forced to flee their country to escape war, violence, famine and unemployment. The exhibition was visited in Rome by more than 40,000 students and members of the public, in Reggio Emilia by 20,000 visitors and by more than 10,000 visitors in the most recent exhibition in Rome. It was a chance to spread accurate information about the original context of immigration while illustrating responses put in effect by institutions and voluntary associations sensitive to immigration issues.
- **The Arab Casbah: place and culture** (La Casbah araba: habitat e cultura) (Rome-Museum Pigorini - February / March 2001 March / April 2002). This interactive educational exhibit sought, through learning about this fascinating place that is still mysterious to us today, to deepen relationships with our Mediterranean partners, especially North Africans, while raising awareness among the public, particularly young people, about the cultures of immigrant communities in Italy, particularly the majority immigrant community from Morocco. Because of its great success and the huge turn-out of students, it was created twice in Rome. Guided by North African leaders, visitors walk through the streets of a Casbah (reconstructed with stage sets on about 250 square meters), the historic quarter common in Arab cities. The reconstruction relied on extensive research into history and iconography and was inspired by the Casbah of Tangier, Morocco, one of the best preserved in the Arab world.
- **Il viaggio da solo** [I go alone] - Version for children aged 6 to 11 years (Rome-Istituto Salesiano T. Gerini - November / December 2003). Based on the "Sola Andata" [One Way Ticket] interactive exhibition/play, it is to teach primary and kindergarten school children about the issue of unaccompanied minors. Using life-size sets, videos, sounds and dramatic improvisations by experienced performers, the show reconstructs the original context and retraces the journey to Italy of three children (Moroccan, Albanian and Rumanian), with whom the young visitors can identify. The show was recreated in Ancona (Mole Vanvitelliana, January 2006) and Genazzano (Colonna Castle, May 2006). The show in Genazzano was put on with co-funding by the Region of Lazio, LR 32/78.  
funded by the EU (Aeneas program) about combating the trafficking and exploitation of children. This version was put on in Tirana, Albania, and in the Colonna Castle in Genazzano, and was visited by about 3000 kids.
- **I go... fair trade..."** (2006-2007 ) ["Io viaggio... equo e solidale"]. The project, co-funded by the Ministry of Foreign Affairs, entailed an interactive exhibition on the issue of fair trade; the initiative, aimed at of primary and secondary school students, also including educational workshops and professional training. The children take a trip based on three products (cocoa, balloons, bananas), understanding first hand,

through the technique of role-playing and the help of actors / facilitators, and learning about international trade and fair trade issues. The show was put on in Rome (Museum Pigorini), Padua (ex Fornace Carotta) and Arezzo (S. Ignazio). It was recreated in Milan (Casa della Pace), with co-funding from the Province of Milan, and at the Colonna Castle in Genazzano (2007) with co-funding from Regional Law No 32/78 and 07/17. In 2009, with the contribution of the Region of Piedmont, Department of Trade, in association with the Movimento Consumatori, it was put on in Turin (October 2009 - Arsenale della Pace).

**In 2006, CIES signed a three-year agreement with the Municipality of Genazzano**, renewed in 2009, that provides for the use of the prestigious site of Castle Colonna in Genazzano for intercultural initiatives put on with CIES, particularly for interactive shows.

In 2009, as part of the "*Intellectual Property Rights and Right to Development*" project, CIES created an interactive performance "**Il Caso Neem**" [The Neem Case]. The show dramatized the trial of the Grace multinational corporation (which had patented the Neem vegetable, known for centuries in India), ending in victory for the environmentalists and Indian associations represented by the scientist Vandana Shiva.

The show, in which the audience played the role of the jury and was invited to vote at the end of the trial, was repeated with success in Rome, Perugia and Turin. Vandana Shiva herself attended the show in Rome.

For the "*Knowledge, Health and Food for All*" project, a new performance is being planned about the issue of biopiracy, to be performed in five Italian cities.

### **3. DOCUMENTATION CENTER**

CIES's Intercultural Documentation Center is in Rome at Via delle Carine 4 (near the Coliseum metro stop).

The Center provides tools for creating educational and informational activities to foster *global citizenship*.

It is open to teachers, researchers, students and classes, cultural professionals and associations. It offers browsing and loan services, providing access to organized, theme-based catalogs.

It also offers support and consulting for implementing educational workshops in schools.

There are about **12,000 titles** available indexed with CDS / ISIS software made by UNESCO, Windows version (WinISIS)

- 1                   **Non-fiction:** on immigration and intercultural education in Italian, French and English
- 2                   **Fiction:** from writers from countries of origin of immigration, both in Italian and original languages
- 3                   **Children's space:** 1200 titles of children's fiction from Asia, Africa and Latin America
- 4                   **Reference:** laws about immigration and school integration for immigrant children, articles from Italian and foreign journals, materials created by associations, local agencies, and Italian and foreign institutions
- 5                   **Periodicals:** (Italian and foreign), over 100 subscriptions, including specialized journals on topics including immigration, intercultural education, and North-South relations.
- 6                   **Films (VHS and DVD) 900 titles** including **300 dubbed into Italian** from Europe, Asia, Africa and Latin America, to help create a closer relationship with the worlds of the countries of origin of immigration
- 7                   **CD :** ethnic music, traditional music

It also provides:

- 1                   **Online consultation** of newspapers, magazines, national and international agencies by **Internet**
- 2                   **Reference assistance** for preparing intercultural initiatives
- 3                   **Support** for training programs for intercultural mediators

Since 2003, it has received co-funding for its operations from the Region of Lazio and the Municipality of Rome - Libraries Office

Since 2007, the Center has been listed as a "Center of Local Interest" in the **National Library System (Sistema Bibliotecario Nazionale - SBN)**.

About 2000 new titles have already been added with SEBINA software. The database can be consulted online at

<http://opac.uniroma1.it/SebinaOpacRMS/Opac?sysb=RMSKC>

#### **4. "MATEMÙ" YOUTH CENTER**

MaTeMù is CIES's youth center, open to the local community, a place where young people from all cultures and backgrounds can express their creativity, use their leisure time in a new way and find support and understanding.

It's a place where differences are all seen as valuable and inspirations to explore new possibilities.

A workshop of ideas and initiatives, it provides free spaces to gather and create expressive, creative and recreational opportunities and provide study support, help and guidance in times of difficulty.

Within its walls, neighborhood kids from all cultures, Italian, new immigrants and second generation immigrants, pursue wide-ranging educational and recreational activities, including dance, music and theater lessons, craft, spray art, art and cinema workshops, concerts, classes for video-making, photography, computers, graphic design, study support and much more.

Many teenagers and young people who live in or frequent the Rome's Esquilino neighborhood and its surrounding find it hard to communicate their complex backgrounds to those who do not share them.

This area is an icon of multiculturalism, a central, highly visible neighborhood, a gathering place for many young people of different backgrounds who often feel the lack of social spaces to gather and take refuge. This is among the reasons that they so often frequent public spaces like city parks and squares. Their integration into the social fabric of large Italian cities has a difficult aspect, as they reach the age of adolescence and often find it hard to approach high school, as well as the job market.

The MaTeMù Center is dedicated to one of CIES's founders, Maria Teresa Mungo, in tribute to her commitment to young people, which she developed in the iconic Magliana neighborhood. The logo depicts a street because it was on the streets that we met the young people with the help of adult and peer educators. Today, we can be confident that this street, as in our logo, leads to a "center" where we can put our plans in action.

MaTeMù organizes activities aimed at kids and adolescents. It is also a space where associations and individual residents, who experience the neighborhood as "active citizens", can find a home base for working with, and for, kids.

The Rome Historic Center City Council provided the space and its projects are implemented through co-funding variously by Fondazione Vodafone Italia, the Ministry of Labor, the Province of Rome, and the Fondazione Terzo Settore.

The Matemù Center works with all associations in the municipality.

Organizations, associations and groups of people can use MaTeMù's spaces from 9:00 AM to 2:00 PM and from 7:30 PM to 9:00 PM by contributing to CIES and the improvement of the Center's activities.

Schedule: Monday to Friday from 3:30 PM to 7:30 PM.

## **5. LINGUISTIC AND CULTURAL MEDIATION**

Italy is a country of passage for thousands of foreigners who arrive in Europe. It is one of the major gateways to the Schengen area with which the 15 European countries have removed their shared borders while strengthening controls at foreign borders. In such a geo-political and migration situation, Italian society will inevitably change its order and composition. Italy is in the midst of a difficult transformation process towards building a multi-ethnic society. On the one hand, in such a society, foreign citizens, of course, bring new different needs that spur us to reconsider our social structures to allow for civil forms of reception and inclusion. On the other hand, this can create situations of cultural conflict that might undermine the establishment of a peaceful coexistence.

Over the years, CIES has adopted the tool of mediation in areas of development cooperation and in its partnerships with organizations from many countries of origin of immigration. It has created contacts and gained knowledge of cultures of the countries from which immigrants come.

In Italy, the move from development education to intercultural education directed CIES's work towards intercultural mediation. In recent years, CIES has conducted programs that aim to create new professional roles, giving a greater intercultural dimension to the skills of professionals that need to be brought up-to-date (such as teachers) and train social workers with skills needed to create equal opportunity and the inclusion of immigrants in education, health care, work and the service sector. These professionals have various titles, including cultural mediators (CM), intercultural mediators (IM), and linguistic and cultural mediators (LCM), involving both Italian and foreign citizens, depending on the specific situation.

The creation of new professional roles and redefining or updating existing ones, that are not appropriately adapted to a society in transition towards multi-ethnicity, responds to the need to connect the educational and training process to the work world.

### **Linguistic and cultural mediation seeks to:**

3. facilitate communication with immigrants and help them integrate into the host society;
4. help public and private services overcome problems in communicating with immigrants, allowing a genuine dialogue between them and the personnel of institutions;
5. promote equal opportunity in accessing citizenship rights by foreigners.

Linguistic and cultural mediators are new professionals with a strong educational background who speak several languages. They differ from Italian language professionals, who are strictly professional translators and not necessarily trained in cultural empathy, as well as from chance mediators, whether volunteers, relatives, friends or compatriots.

Linguistic and cultural mediators must acquire specific skills through a specific training program and is expected to respect ethical rules, whose essential principles are professional secrecy, equidistance between the user and the institution's personnel, impartiality, accuracy and precision in interpreting.

Mediators are also foreigners, serving as a link or a bridge between the needs of immigrants and the responses of public services. From the same countries of origin as the immigrants, LCMs provide assistance with linguistic interpreting and cultural orientation. They are a key resource for all public and private agencies, serving, for example, as consultants for health agencies, immigration reception centers, and schools, where their involvements makes the jobs of the staff easier, improving services and promoting communication between foreigners and these institutions.

This new professional figure allows for the optimal use of the skills of immigrants as a valuable resource for the processes of integration and offers new employment opportunities.

Training, public awareness, and support to institutions to foster a better dialogue with foreigners are among the actions that form a starting point for a longer process that CIES undertook many years ago. The goal is to highlight the positive aspects of immigration as it encounters Italian society, seeking to achieve full integration.

Components of mediation include:

### **Training**

Training, organized in two parallel tracks, is intended both for mediators and institutional personnel. There are two tracks because, although they share a goal, namely to provide services befitting the needs of foreigners, seen as new citizens, for mediators, this involves acquiring a professional role, that of LCM, and for institutional personnel, it involves training Italian professionals.

### **Linguistic-cultural mediation service**

CIES provides LCM services in the forms of:

- a) Permanent presence of LCMs

The mediation service is provided on site in direct contact with foreign users in determined places and times. LCMs help personnel in meetings and direct relationship with users.

- b) Occasional, on-call presence

On-call service is organized by sending LCMs to a requesting facility.

Their presence may be in the form of assignments that are single-day, short-term (such as a week), or long-term (such as four weeks).

- c) Telephone interpreting

This service is provided through a switchboard.

The operator, using a telephone conference system, puts the requesting facility in contact with an LCM of the language required, who will provide the service directly by phone.

## **AREAS OF OPERATION FOR LINGUISTIC AND CULTURAL MEDIATION SERVICE**

### **Judiciary**

Places that are particularly suited to mediation include the courts, juvenile courts and prisons (especially women and minors' sections).

LCMs support judges and court staff (such as social workers and psychologists). They work with foreign minors in particular to aid dialogue between the court staff and families; they are an important support, especially for unaccompanied minors. LCMs may be present during interrogations, case hearings and at any point where the foreign defendant has difficulty understanding and being understood by court authorities. LCMs may also support voluntary organizations working in prisons on their projects to support inmates, particularly female inmates.

### **Public and private social services**

Places in which mediation services are particularly useful include primary and secondary reception centers of institutions or associations of private assistance institutions, particularly institutions for children.

*In primary reception centers*, the LCMs' role is essentially to support the professionals of the different institutions active in the center, including healthcare workers for emergency procedures, public safety professionals for identifying and verifying the right conditions for awarding refugee status and the center staff for organizing the early stages of reception.

*In secondary reception centers*, the LCMs assist the center administrators, social workers and psychologists in interviews with immigrants, both individuals and families. Specifically, they support the personnel in interviews with immigrants to reconstruct their immigration plans; in devising a plan for inclusion in the society and job market of the host country

calibrated to the individual's requests and needs. Also working as a support for the center's administrators, they provide information and guidance for local services and, when necessary, accompany cases to other facilities.

*In institutions for minors*, LCMs perform their job working with children and adolescents, assisting in the communication between the institution's staff and the minors, who are often in a state of psychological distress and emotional conflict, a cause of children's distrust of the host society. LCMs may also serve as a link between children and teachers of their schools.

### **School**

LCM may work in schools at all levels, but are especially useful in compulsory grades where there are the most foreign students. LCMs serve as facilitators of communication between students and teachers as well as between teachers and families.

LCMs may be placed in schools as consultants, in the following areas:

- 1 within governing bodies, such as class and inter-class boards, teacher boards and school boards to promote intercultural education initiatives;
- 2 in meetings between parents and teachers;
- 3 in classrooms as facilitators of intercultural education.

In schools where Italian for foreigners is taught, the presence of LCMs is useful to support Italian teachers, especially in the initial stages, when there is the greatest difficulty in being effective with communication and linguistic codes other than their own.

### **Public Administration**

The service is provided in the offices of local agencies that work with immigration such as the registry office, offices of public relations (Uffici di Relazione con Il Pubblico - URP), employment offices, and special offices for immigration.

In this area, LCMs help personnel in interviews and relations with foreign users, assisting them to solve specific complex problems, or accompanying cases to other facilities (such as healthcare or work). They may also provide guidance to direct immigrants to the city's basic services, reception centers, and offices for job guidance.

### **Health and social services**

The LCM service is provided at local health authorities, such as hospitals and clinics, especially those dedicated to protecting women and children.

LCM is focused on overcoming the gap that often arises between the experiences of immigrants, their conception of health/disease/treatment and the provision of healthcare in the host country. LCMs act to lessen discomfort, which, especially for foreign women, may be particularly acute.

### **Public Security**

Mediation services may be provided at the Immigration Offices of police headquarters, police stations, or temporary reception centers.

LCMs assist police officers in interviews and in direct relations with foreign users, helping them

solve specific problems or accompanying the cases to other facilities. They may give guidance regarding procedures for specific requests and for filling out paperwork.

### **Private companies**

LCM services are also provided in private companies, factories, and other businesses where foreign workers are employed.

LCMs may support the management or trade union to raise awareness of cultural and religious needs and those related to company-level bargaining (such as hours, shifts, holidays) of immigrant workers.



## **6. DEVELOPMENT COOPERATION**

CIES pursues development cooperation projects in Southern Africa (Angola, Mozambique, Tanzania, South Africa, Zimbabwe), Latin America (Argentina, Chile, Cuba, Peru and Uruguay) and Eastern Europe (Albania, Kosovo). In the past, it also pursued projects in South-East Asia (Philippines).

### **Approach:**

- 1 Non-welfare
- 1 Participatory
- 2 Based on partnership relationships

### **General objectives:**

- 1 Contribute to poverty alleviation
- 2 Expand and strengthen the capacities of partners in the Global South
- 3 Promote the active participation of the local beneficiary population
- 4 Reduce gender inequality
- 5 Support groups in circumstances of economic and social vulnerability, or at risk thereof
- 6 Ensure the financial and socio-cultural sustainability of the project
- 7 Establish relationships of exchange and collaboration between partners in the Global South and Italian civil society to raise public awareness and create a culture of solidarity
- 8 Develop decentralized cooperation and direct solidarity funds to the Global East and South

### **Main areas of action:**

- 1 Children in difficult circumstances or at risk of social exclusion
- 2 Formal and informal education
- 3 Literacy and vocational training
- 4 Micro-credit and micro-entrepreneurship, social enterprise - Fair Trade
- 5 Social communication
- 6 Healthcare and health education
- 7 Eco-sustainable agriculture, appropriate technologies, management of natural resources

### ***CHILDREN IN DIFFICULT CIRCUMSTANCES OR AT RISK OF SOCIAL EXCLUSION***

Boys and girls in difficult circumstances or at risk of social exclusion have over time become a priority target for CIES's development cooperation projects. Working with organizations and local institutions, CIES promotes and implements prevention and rehabilitation policies and community development programs. Major work in the area includes training tutors and/or street social workers, planning curricula and training and continued learning programs in the area of informal education for children of the street (and on the street), and for adolescents and young adults living in marginalized conditions on urban peripheries and in depressed areas. These

initiatives aim to develop and strengthen the resources of these children and adolescents, along with those of their communities, to foster educational programs in neighborhoods where street children live. Special development programs are aimed at children who are victims of abuse. Social and health programs involve women, children and young people at risk of HIV/AIDS or with particular diseases.

Another important aspect of these projects is institution building: support for local facilities that work in the area of formal education, vocational training, health and social care, community involvement and awareness raising; actions to support the full implementation of the International Convention on the Rights of the Child in countries where CIES is active.

Recently, CIES has focused its work on the specific area of minors in trouble with the law with the goal of developing effective methods, with appropriate prevention, treatment and social reintegration measures, to address related social and legal issues.

## **FORMAL AND INFORMAL EDUCATION**

CIES's work in education involves both structural interventions (infrastructural rehabilitation, provision of equipment and teaching materials and furnishings) and teaching activities (training local personnel, supporting particular education programs, institutional support to public and private organizations, and assistance to parent-teacher associations).

For cooperation projects in the educational field, CIES also makes use of experience gained in Italy where it works with local schools to promote and disseminate teaching with an intercultural approach. Based on these experiences, CIES encourages relationships of exchange and twinning between partners in the South and Italian schools and teacher associations.

## **LITERACY AND VOCATIONAL TRAINING**

Literacy and vocational training are important components of many of CIES's poverty alleviation and integrated area development projects. They are included in income generation and micro-credit programs. The goal is to promote human development, social justice and gender equality.

Literacy and vocational training are targeted mainly at women, promoting their capacity building and access to and control over resources. These are tools to enhance the economic and social role of women within their communities.

Vocational training is provided directly or in collaboration with local institutions and training centers. It is primarily focused on training in specialized crafts, management and business, the introduction of appropriate new technologies, environmental protection and eco-sustainable farming techniques. Some cooperation projects also include specific training for professionals in social, communication and health fields.

## **MICRO-CREDIT, MICRO-ENTREPRENEURSHIP,**

## **SOCIAL ENTERPRISE - FAIR TRADE**

Efforts to develop sustainable micro-finance are a major component of CIES's projects, both in rural and urban areas. Micro-credit programs are directed at supporting the financial needs of poor urban and rural populations that have no access to conventional banks. These projects include the establishment of small groups of potential borrowers, organized in associations. The target is mainly young, poor women already involved in small businesses, or who have the potential to start them.

CIES's micro-credit projects include providing related services, such as basic financial management, training, technical support and promotion of the sustainable use of natural resources. Their goal is to promote the development of small and medium-sized enterprises, with particular attention to women entrepreneurs and the development of social enterprise

involving young people and adolescents. Some of these projects are part of the fair trade system.

## **SOCIAL COMMUNICATION**

CIES has implemented several programs in Latin America in this field, particularly to support transition processes and strengthen democracy. It has also supported the founding of an innovative community-operated television broadcast service in one of the poorest areas on the periphery of Lima, Peru. In Chile, it helped strengthen a radio station in Santiago, targeted at women and managed by women, with strong local roots and a significant presence in Chile's mass media system.

## **HEALTHCARE AND HEALTH EDUCATION**

CIES's integrated development projects often include healthcare and aspects of social and healthcare education (basic healthcare, sex education, provision of equipment and materials to clinics and other basic healthcare facilities); Rural or peripheral urban communities are usually directly involved in projects of civil and environmental protection (maintaining water resources and fountains, building toilets, and waste collection and disposal).

Specific health care projects are implemented in Mozambique, Cuba and Argentina. Given the enormous, growing impact of the spread of HIV/AIDS, CIES has committed to developing preventive actions in recent projects to reduce the risk of infection. The objective is to support communities through capacity-building initiatives aimed at improving their capacity for self-protection and to support the communities with the objective of putting patients in optimal conditions for treatment and social integration.

## **ECO-SUSTAINABLE AGRICULTURE, APPROPRIATE TECHNOLOGIES,**

## **MANAGEMENT OF NATURAL RESOURCES**

These factors are, generally speaking, components of integrated projects for poverty alleviation and socio-economic development. They are often interconnected with adult literacy programs and micro-credit initiatives. They are implemented with rural communities with the goal of promoting, diversifying and increasing family farm production and researching proper land management. In urban and peri-urban areas, CIES works with communities to improve recycling systems and environmental care.

## **GEOGRAPHIC AREAS:**

### **SOUTHERN AFRICA**

The first projects that CIES implemented in Southern Africa were targeted at groups of refugees (with special attention to children and women) fleeing emergency situations that required immediate or periodic supplies of essential goods. Subsequently, structural rehabilitation was done (roads, homes, schools, and health posts) and assistance was provided in rapidly deteriorating humanitarian situations. Recent projects have been targeted at urban and rural populations in circumstances of severe hardship, mainly in relation to street children and women in need. CIES has sought to direct programs, as far as possible, towards integrated development. The key strategy for action is to create favorable conditions to make the beneficiaries participating players, thereby forming the basis for self-sustainable, participatory development.

### **LATIN AMERICA**

Projects in Latin America are mainly focused on prevention and alleviation of social hardship with comprehensive interventions aimed at improving the living and environmental circumstances of groups at risk of vulnerability, particularly children and adolescents, including street children. It operates in areas such as education, environment, health, culture and communication. It favors a highly participatory approach, involving local families and communities, with the goal of integrated action and pressure to observe the Convention on the Rights of the Child.

In some cases, projects are responses to full-fledged emergencies, providing health, education and legal assistance.

### **SOUTH-EAST ASIA**

In the nineties, CIES operated in South East Asia, but then chose to concentrate its areas of focus on countries in Africa, Latin America and Eastern Europe. Specifically, for over ten years, in the Philippines, it developed an integrated program of development of education at the local level and promotion of productive activities, covering five rural areas in the country, targeted mainly at rural women.

### **EASTERN EUROPE**

CIES began operations in two Eastern European countries as part of the Coordination of Humanitarian Aid Board, established in 1997 by the Social Affairs Department of the Council of Ministers. It first worked in Albania and then in Kosovo to promote the role of women.

When Albania experienced a serious crisis of the wake of the arrival of Kosavar refugees, CIES worked with local agencies to respond to the situation, distributing food to refugees, including by setting up a collaborative network of women, formed within the projects underway and public buildings that were recovered and renovated.

Women's development (including focus on complex issues of women's exploitation) is one of CIES's main areas of action, along side children's education.

## **7. FAIR TRADE**

CIES started working in Fair Trade in 1994, through a number of projects for informing, training and educating about development, including two major projects at the national level in partnership with COOP ("Let's Fair Trade" [Consumiamo Equo]), which launched major campaigns directed both at schools and at consumers.

Since 1995, it has been a member of FairTrade Italy, and from 2001 to 2009 CIES was on its Board of Directors, which gives the fair trade certification mark in Italy and promotes the products for mass distribution.

Until recently, CIES's main work in the area of fair trade was in awareness raising and informing the public about the subject, through initiatives aimed particularly at young people and schools. Particularly important in this area was the "I go... fair trade" ["Io viaggio.. equo e solidale"] exhibition/play, opened in Rome in November 2006, and later put on in Arezzo, Padua, Milan and Turin and towns in the province of Rome.

A show/interactive game on a 400-square meter area, using life-size stage sets and put on for children in upper elementary and junior high schools. The issue is explored through interactive, multimedia educational projects based on the role-playing technique. The students followed the path of three typical fair trade products (cocoa, bananas, and balloons) from Central Africa, Central America and South East Asia. The game lets them to trace the path of these products on their "trip", finding out where they come from and about the working conditions in the Global South. The students are taken into a world that is foreign to them, considering issues they didn't know about. The children are guided along a path through guided activities, life-size sets, videos, images, sounds and "improvisations" run by leaders, exploring the problems of international trade by showing how the situation can be remedied by creating an alternative system: fair trade.

In 2007, CIES strengthened the partnerships it had formed in previous months, with the "Cooperativa Equazione", established in 2003, which ran the "Tuttaunaltrastoria" World Shop in the Viale Marconi area of Rome until 2007. In November 2008, it supported Equazione in opening the "Domus Aequa" shop in space near Piazza Venezia in the historic heart of Rome. In this space, in addition to running a World Shop to sell fair trade products, initiatives are planned to raise awareness on issues of active global citizenship, of which the habit of "consuming fair trade" is one of the most important aspects of global citizenship, international solidarity and interculturality. By learning about and trying products from Africa, Asia and Latin America, visitors are encouraged to mingle with "other" cultures.

At "Domus Aequa", meetings and talks are regularly put on about issues of global importance, such as the plight of child soldiers, policies related to migration, the themes of alternative economies and the human rights situation in developing countries, to name a few.

These events are widely attended by those active in associations in the historic center of Rome and others, as EQUAZIONE and CIES and connected to a large network of nonprofit associations. Public events held in the "Domus Aequa" are organized and promoted in collaboration with other associations such as the Forum del Terzo Settore of Lazio, Amnesty International, ACLI, ARCI, AGESCI, Association of Italian NGOs, NGO Coordination of Lazio, CIPS, COOPI ASVI, Ricerca e Cooperazione, Doctors without Borders, Associazione Musicanova, Consorzio Città dell'Altra Economia, and many others.

In terms of planning, during the 2008-2009 school year, CIES contributed to a major educational project about development and critical consumption in the secondary schools, implemented by COOP Central Italy in Umbria, Tuscany, Lazio and Abruzzo. The project had the twenty participating schools create "project Ideas", proposals for simulations of ideal supply chains for commercializing fair trade products, respecting both those who produce and those who consume, while taking care to preserve environmental conditions.

The project took the form of:

Participation of an expert who held 4 meetings / seminars with the participating schools, grouped by area;

Supply of information sheets/ materials to schools as tools for additional learning and support;

Giving schools contacts of producers in developing countries, in forms made possible by different types of products in different areas;

Writing articles for ten feature stories about the project and the work in the schools, published weekly by newspapers in Umbria, Arezzo, Siena and Rieti".

Participation in a final event with the organization of an exhibition presenting the materials produced by the schools, to be held during the "Shop Fairly" week ["Fai la spesa giusta"] organized by Fairtrade Italy

In addition to the project with COOP Central Italy, CIES also helped organize educational workshops in schools at all levels, involving them in development education programs in various municipalities of Rome.

Within the realm of national and regional fair trade, in addition to being a member of Fairtrade Italy, CIES is part of the Roman coordination of the World Shops (REES) and the board of the Alternative Economy of the Municipality of Rome.

CIES participated from the start in the creation of Città dell'Altra Economia [City of the Alternative Economy] in Rome (which opened for business in September 2007). This is a point of convergence for all Roman businesses that operate in the so-called alternative economy, including fair trade, organic farming, renewable energy, reuse and recycling, responsible tourism, ethical finance and open communication.

CIES has also actively participated in the process of drafting two legislative bills in the Region of Lazio about the alternative economy and fair trade. The first bill, which devotes an entire article to fair trade, was deliberated by the Regional Council on November 28, 2008. The second bill is still being designed.