



CReA ETS

INTRODUCTION TO THE ASSOCIATION



*...Vedendo l'anatra, l'uccellino volò giù dall'albero, si posò sull'erba, vicino a lei, e alzò le spalle:
"Ma che razza di uccello sei, che non sai volare?!" disse.
L'anatra rispose: "Ma che razza di uccello sei tu, che non sai nuotare!?"...*

da Pierino e il lupo, Sergej Prokof'ev, 1936

THE ASSOCIATION

CRéA ETS was founded in 2003 as a non-profit cultural association, with the aim of promoting educational, cultural and research activities in the fields of culture and interculturalism, anti-discrimination, the environment and personal support; it became a registered charity (Onlus) in 2013.

In April 2023, it registered with Runts and became an ETS.

It is made up of professionals active in the fields of education and support for children and young people, committed to fostering the integration of people with any kind of difference or disadvantage and to preventing and reducing discrimination of any kind. Its members, both Italian and immigrant, have always worked in the fields of interculturalism, global citizenship education, migrant integration and social welfare, carrying out activities involving the planning, implementation, monitoring, evaluation and supervision of initiatives in support of immigrants.

Since April 2007, it has been registered with the Presidency of the Council of Ministers as an organisation working on behalf of immigrants, and since September 2012 with the Lazio Regional Government.

CRéA ETS promotes initiatives aimed at fostering a culture of solidarity and respect, in collaboration with public and private bodies. Having initially focused on planning activities to support external organisations and on social communication initiatives regarding immigration, CRéA has, over the years, increased its direct engagement with migrants in the provincial area east of Rome – where many of the people targeted by its activities live – by making its expertise available to local services.

Since September 2006, CRéA has represented the associations on the Technical Committee of the RM 5.5 Social Welfare District of the Province of Rome, following extensive participation in the Immigrants' Roundtable, which began in December 2004. It served as a representative on the Social Exclusion Roundtable of the RM 6 Social and Health District until this year and has actively participated in social planning and development activities with the RM 5 Social and Health District in recent years, as evidenced by its involvement in training initiatives organised by the Local Health Authority itself in the Tivoli area.

The association operates on the basis of a shared vision and shared projects, working to promote social well-being through a collaborative and equal partnership that is truly intercultural. Close ties with the local community, achieved through the adoption of the open coordination method and a bottom-up approach to defining and implementing intervention strategies based on the actual needs of the beneficiaries and firmly rooted in the local context, characterise the range of activities and services offered by the association:

- intercultural mediation
- Global Citizenship Education (GCE)
- international cooperation
- planning in the socio-educational and international cooperation fields
- policy and advocacy work on social and international cooperation at national and European level
- cognitive enhancement (Feuerstein Programme)
- continuing professional development and training

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- educational workshops combating discrimination on the grounds of race and ethnic origin
- teaching Italian as a second language (L2)
- research
- technical and scientific consultancy and supervision for public bodies regarding global citizenship education and international cooperation
- community outreach
- strengthening local networks

Interculturalism and integration for a new form of citizenship

CRéA bases its work on the conviction that cultures and cultural identities are relational and process-driven: culture and identity are not static elements, but constantly evolving phenomena which, through encounter, relationship and exchange, are continually reshaped within individual and social interactions. Embracing this dynamic and pluralistic vision, and rejecting absolutist positions which – in an antithetical manner – push towards separatism or assimilationism, allows each individual to create new spaces of freedom and choice, to ‘migrate’ between different cultures and identities, constructing new meanings of self and of the world around them, within a truly intercultural dimension. We are also convinced that recognising and accepting the reality of multiculturalism—understood as the existence of multiple cultures within our society—is not in itself sufficient: the risk inherent in such an approach is that it offers a foothold to those who, whilst declaring themselves advocates of the struggle against both ghettoisation and homogenisation, in fact remain anchored to a dichotomous logic between ‘us’ and ‘them’, on which precisely that separatism and assimilationism thrive. As an alternative to these perspectives, CRéA promotes interculturality as a framework within which genuine integration is possible. This framework requires the adoption of a different perspective, based on exchange and dialogue, in which identification and differentiation do not disappear, but rather continually recombine in new, open and flexible forms. If we are aware that our own representation of the world is the result of values, attitudes and behaviours that are not static and fixed, but rather dynamic and changeable over time, then the encounter with other cultures (and therefore with values, attitudes and behaviours different from our own) ceases to be a threat and instead becomes a factor of mutual enrichment and a space for building a new shared citizenship. A citizenship that welcomes, that integrates, that does not delegate, and to which everyone contributes, according to their own experience. This is why we started with ourselves, bringing together Italians and non-Italians alike in a common project - CRéA – which is, first and foremost, an act of citizenship. We have placed our project at the service of the local community, as part of a process of collective local development, contributing to networking between local and provincial institutions, schools, local health authorities (ASL), social services (CSI), employment centres (CPI), and third sector associations and organisations, in the firm belief that social cohesion cannot exist without the full integration of the immigrant population. We are, in fact, convinced that the well-being of a community stems, first and foremost, from listening to social needs: the potential of people living in economic, social and relational precariousness is inversely proportional to their circumstances. Supporting this view and engaging in social work today, in Italy, exposes us to the risk of being labelled as visionaries. We gladly accept this risk, claiming the freedom to demonstrate through our activities that an ‘alternative’ vision does not necessarily equate to ‘unrealistic’.

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Global Citizenship Education

CRaA ETS is committed to addressing the challenge of educating and raising awareness about citizenship – a complex challenge that requires ever-changing tools and methods, as well as an open, dynamic approach that responds to the changes in the society in which we live. In today's increasingly connected and multicultural world, it is essential to educate young people and adults about citizenship and the future – a future that is more sustainable, more inclusive, fairer and more active. One is not born a citizen, nor does one become one overnight; citizenship is something that is learnt and made one's own by nurturing it, taking an interest and feeling like a key player in one's own community. It is within this context that the figure of the global citizen, the citizen of the world, comes to the fore.

In its 2015 document "Global Citizenship Education: Themes and Learning Objectives", UNESCO states that *"global citizenship education aims to be transformative; it seeks to build the knowledge, skills, values and attitudes that learners must then be able to put into practice, in order to contribute to a more peaceful, just and inclusive world. Global citizenship education is based on a multifaceted approach, drawing on methodologies and concepts already applied in other fields, such as human rights education, peace education, sustainable development education and education for understanding international issues, and aims to achieve these common objectives. Global citizenship education is based on a continuous learning process that begins in early childhood and continues through all stages of schooling into adulthood, drawing on both formal and informal approaches, curricular and extra-curricular activities, and conventional and unconventional pathways to participation."*

Becoming a global citizen begins with grassroots education, starting from the bottom up, from the local context, and then extending the discussion to the global level, in a practical and concrete way. How can I feel like a citizen of the world without being aware of my own local area? Without feeling responsible for it and playing an active role in it? Without knowing it?

We therefore need to scale down the vast and complex task of global citizenship education and adapt it to different contexts, including that of a provincial town, because it is essential to foster a love and interest in the small things, in what concerns us directly, so that this new mindset can then grow in a broader and more cross-cutting direction.

To meet this challenge, we are therefore called upon to find solutions that awaken interest and a willingness to participate in young people.

SERVICES

-Intercultural Mediation

Intercultural Mediation views the Intercultural Mediator as a professional figure whose role is to facilitate equal opportunities for immigrant foreign nationals to access various areas of Italian society. This new profession is defined by a specific training programme and operates in accordance with precise ethical standards, based on autonomy, impartiality (the Mediator is neither an ombudsman nor a public official), loyalty and professional confidentiality. The mediator therefore differs from the intercultural awareness

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worker, from the simple professional translator lacking the same cultural empathy, and from the occasional mediator – be they a volunteer, relative, friend or fellow countryman – in that they possess their own code of ethics and specific training. CReA also believes that, in order to perform this role effectively, it is important to have personal experience of migration and to be a native speaker of a language other than Italian, with a non-Italian cultural background, so as to facilitate both linguistic and behavioural interpretation. In this context, intercultural mediation is a fundamental tool for the integration of foreigners and the promotion of diversity, playing a central role in areas such as education, healthcare, public administration, anti-discrimination and social services. CReA aims to professionalise immigrants through training activities focused on self-entrepreneurship, intervention planning and contextual analysis, with teaching delivered by senior linguistic-cultural mediators and based on problem-solving techniques. The qualified intercultural mediator, being of foreign origin themselves and having a migrant background, proves particularly effective as a translator and interpreter of verbal and, above all, non-verbal language – often a source of misunderstandings – facilitating dialogue between service providers and users, particularly in matters relating to the personal sphere, such as in the health or legal sectors.

-Intercultural facilitation -

Intercultural facilitation is an activity of great significance for all school communities and, based on experience, has proven to be a powerful tool for fostering social inclusion. It also requires continuous professional development, as the intercultural facilitator must take into account the constant evolution of local communities and the contributions they make. The learning and practical skills required for effective communication form the basis of the mediators' training programme, which develops through the development of a personal strategy. Identifying this strategy preserves and fosters the development of the future mediator's talents, skills and personal abilities, whilst at the same time providing a possible framework for facilitation practice.

Cognitive Enhancement – Use of Instrumental Enrichment Methods (Feuerstein Programme)

One of the new additions to CReA is a working group that employs the methods of Feuerstein's Instrumental Enrichment Programme. The Instrumental Enrichment Programme (I.E.P.) is a cognitive education programme. The IEP systematically strengthens the cognitive functions that enable learners to: define problems; make connections; recognise relationships; motivate themselves; and improve their study methods. In other words: to think effectively. P.A.S. exercises are deliberately free of specific references to school subjects; they are designed to be transferable to all life situations: in this way, students develop the ability to apply their cognitive functions to any problem or situation requiring reasoning.

The objectives of the Instrumental Enrichment Programme (IEP) are:

1. to correct deficient functions;
2. to establish correct cognitive habits;
3. to develop concepts, strategies and operations;

4. to foster intrinsic motivation;
5. to promote insight and reflective thinking;
6. to transform the individual from a passive recipient into an active producer of information.

The Instrumental Enrichment Programme may only be used by an authorised practitioner with various clients: individuals with perceptual deficits and learning disabilities; individuals with Down's syndrome or other congenital deficits; disorganised or unmotivated individuals who need to acquire good work habits, strategies and insight; individuals wishing to achieve higher levels of performance; socially or culturally disadvantaged individuals; students with persistent difficulties in their working methods.

Continuing professional development and refresher training

- Training for Intercultural Mediators -

The theoretical training phase for intercultural mediators includes input from a practising intercultural mediator who is an expert in the field. Passing on direct experience to aspiring intercultural mediators is a fundamental element of the training. By presenting real-life cases – not merely recounted, but also discussed and analysed together in the classroom – it is possible to provide a more comprehensive understanding of the role of the mediator and the activities they will undertake. In this way, each student has the opportunity to virtually map out their own profile in terms of the skills they have acquired and their aptitude for tackling various types of activities, such as intercultural facilitation, language support, mediation between parents and teachers, accompanying clients to services, and translation.

- Teacher training: anti-racist literacy techniques -

Teachers are frequently under pressure from families who believe that caring for children and young people from other countries and cultures means neglecting the children of local residents. This occurs particularly in areas where the context, often deprived, encourages the perpetuation of models and values linked to very traditional settings, which fuel prejudices and stereotypes regarding diversity. The course aims to address, through active methods, the reality of prejudice within the local context of intervention and to use socio-dramatic techniques to tackle, in particular, the fears that give rise to prejudice. In fact, many racist attitudes are driven not only by prejudice but also by fear, particularly of the unknown and the different. As people become more familiar with these aspects, which are seen as less monstrous and dangerous, it becomes easier to engage with others and aggressive attitudes recede. Moreover, much of what causes fear is an 'internal issue', which needs to be represented through role-play and exercises in cognitive and emotional decentring. The anti-racist workshop on socio-emotional literacy allows participants to engage with the devalued parts of themselves, acting them out together with their peers.

- Training for publishers -

Thanks to its collaboration with the Romanian publishing house Edituravox and the ADEPC association, CReA is providing ongoing training for workers in the publishing sector in Romania. The project, funded by the Romanian European Social Fund, has resulted in over 100 workers being trained in traditional and digital publishing, as well as the production of a career guidance guide for the publishing sector.

Educational workshops

CReA uses educational workshops within the culture/intercultural sector to:

- promote the integration of young people of foreign origin into the socio-cultural context by enhancing their socio-linguistic skills
- facilitate the integrated involvement of the existing network of socio-educational services in supporting and integrating families of foreign origin living in the local area
- improve access, information and guidance for citizens of foreign origin regarding local socio-educational services, not only in cases of emergency and assistance but also for prevention and guidance
- facilitate the referral of young people to targeted educational support programmes already available locally, in cases of truancy and early school leaving.

The programme is characterised by interactive methodologies and the interconnection of the topics covered. The topics include prejudice and stereotypes, the protection of human rights, diversity, and the relativisation and decentring of perspectives. The activities involve an in-depth exploration of key concepts such as: culture, identity, cultural conflict, globalisation, transculture, interculture, and global citizenship. The workshops utilise a variety of languages and methodologies: Italian as a Second Language/THEATRE: Theatre and the Word; ANTI-RACISM AND SOCIO-EMOTIONAL LITERACY; ORIGAMI: Geometries of Everyday Life; MUSIC: Sounds of Other Cultures; CINEMA: Filming While Thinking; THEATRE: The Living Game of Art; CARTOONS: Storytelling Through Animated Film; CHEMISTRY: Play and Science Starting from the Kitchen; RECYCLING: From Waste... a Creative Thought; PUPPETS: I Build and I Express Myself.

Teaching Italian as a Second Language (L2)

In line with the latest theories in language teaching, CReA has a team of teachers certified in the teaching of Italian to non-native speakers (DITALS, a qualification awarded by the University for Foreigners of Siena). It organises numerous activities, ranging from direct teaching for children and adults of non-Italian origin to professional development for teachers.

Research

CReA conducts research in the fields of intercultural education (comparative studies of cultural phenomena and studies on interaction processes between individuals or groups, aimed at identifying different cultural backgrounds) and immigration. In its social research projects, CReA adopts a systemic approach and therefore considers research subjects to be central to the educational and cultural context. CReA researchers adopt an emic approach, based on the perspective of the observed, seeking to align the characteristics of the researcher as closely as possible with those of their target group.

Consultancy

CReA members provide supervision and scientific consultancy to public and private bodies, carrying out project design, research, and the drafting of action plans, strategies and evaluation plans in the fields of global citizenship education and the social economy. The most significant clients over the years have been:

UNIMarconi, Tor Vergata University, Angelicum, La Sapienza University, the Lazio Region, the Emilia-Romagna Region and the Marche Region.

RECENT CREA ACTIVITIES

CReA has implemented and managed projects, both as a partner and as lead partner, under various EU funds, including:

Social and Health Care District RM G5

(Operational period: 2007–present)

CONOSCERE ORIENTARE E SOSTENERE. DAI BISOGNI AI SERVIZI

(UNDERSTANDING, GUIDING AND SUPPORTING. FROM NEEDS TO SERVICES)

Role: Service provider for the RM G5 District

The service, now in its 11th year, began in May 2007. With regard to the activities planned within the service “Linguistic, cultural and cognitive mediation in the RM 5.5 social and health district”, the aim is to develop and trial participatory approaches to social planning; taking an intercultural perspective on the specific needs of the various target groups within the foreign population, facilitating and guiding access to the services and opportunities offered by the local area. The intercultural, cultural and cognitive mediation service acts as a tool to support citizenship and, in particular, the integration and social inclusion of foreign nationals, supporting families of foreign origin in their journey towards social, cultural, linguistic and occupational integration, with a particular focus on users with dependent children.

The work will be organised into two levels: 1) The first level will address the requests and needs identified by the various local services (Local Health Authorities, local councils, TSMREE, social services, family planning clinics, etc.). This service involves the on-call deployment of linguistic, cultural and cognitive mediators, to be selected according to the specific need and request. 2) The second level will instead focus on work within schools, the primary beneficiaries of the initiative as they are best placed to act with a view to preventing hardship and identifying family needs.

The activities and services that can be provided within schools, to be defined on a case-by-case basis according to specific needs and taking into account the assessments of teachers, social workers and mediators, are as follows: Needs assessment, Language support and tutoring, Support in relations with families, Cognitive pre-assessment activities, Language enhancement in Italian as a second language,

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Cognitive enhancement, Workshops on global citizenship education, interculturalism and socio-emotional development, Translation of forms.

Project in progress

C'entro in famiglia (Family C'enter)

(Operating period 2023–2026)

Social and Health District RM 6.2

Role: partner – Lead organisation: Cooperativa Prassi e Ricerca

The Family Centre aims to be a place where educational, social and psychological services are provided to support children and young people and to promote the wellbeing of families as they experience and navigate the various stages of parenthood, accompanying them through times of transition and critical phases. The Centre also serves as a meeting place for families with children living in the district.

Within the Centre, we provide linguistic, cultural and cognitive mediation services, working in particular in close collaboration with district services and schools.

Project in progress

ActionAid International Italia E.T.S e Fondazione

Ri-gender: Diritto alla rinascita

(Ri-gender: The right to a new beginning)

(Operating period: 2025–present)

Ri-gender aims to improve the local approach to GBV (gender-based violence), focusing on women who are victims of GBV and who find themselves in vulnerable situations, including migrants and those facing economic or socio-occupational difficulties. The project aims to develop a replicable support model based on an intersectional approach. Ri-gender works to ensure that women who are victims of violence are at the centre of interventions, supported by a strong local network, whilst also enhancing the skills of practitioners and stakeholders through collaboration agreements and new expertise.

The specific objective of the project is to improve the local model of care and empowerment for women who are victims of violence with a migrant background, victims of economic violence and/or social and employment vulnerability, and to work preventively and provide environmental support for their adolescent or pre-adolescent daughters. It aims to promote greater empowerment of migrant and refugee women, particularly those in situations of social vulnerability, and to initiate work with second-generation women at risk, creating a safe and inclusive space.

Project in progress

Ministero del Lavoro e delle Politiche Sociali Avviso 2/2023

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Ministry of Labour and Social Policies Notice 2/2023

(Operating period: 2025–present)

Sustainability HUB

Role: service providers

We offer activities designed to strengthen the skills of local stakeholders – from both the third sector and public administrations – whilst simultaneously promoting a culture of sustainability and active citizenship in schools through participatory and outdoor-based approaches. The initiatives are structured around two complementary strands, designed to contribute to the launch of the Sustainability Hub for Social and Environmental Innovation, a collaborative space dedicated to research, shared planning and local experimentation.

Project in progress

Fondo Asilo Migrazione e Integrazione – FAMI (2014-2020)

LINGUA E CITTADINANZA DI PROSSIMITA'

(LANGUAGE AND LOCAL CITIZENSHIP)

(Activity period 2017/2019)

Specific Objective 2. Integration / Legal Migration

National Objective 2 – Integration – point h) Civic and linguistic training

Support and assistance for foreign nationals through language training at various levels. Alongside language learning, the programme will explore topics related to health, employability and citizenship, understood in a glocal sense. Geographical area: Province of Rome – area covered by the 7th Centre for Adult Education

Project completed

Agenzia Nazionale per la Cooperazione allo Sviluppo – AICS

(National Agency for Development Cooperation)

GIOVANI: NUOVI NARRATORI E ATTORI DELLA COOPERAZIONE ALLO SVILUPPO

(YOUNG PEOPLE: NEW STORYTELLERS AND ACTORS IN DEVELOPMENT COOPERATION)

(Project period: 2018–2020)

Role: partner. Lead organisation: Oxfam Italia

The project aims to help increase young Italians' awareness of the Sustainable Development Goals and build greater consensus on the role and importance of development cooperation in addressing the major global challenges of our time, using approaches and methodologies from Global Citizenship Education

Project completed

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Social Enterprise with Children

FAMILY HUB – MONDI PER CRESCERE (WORLDS FOR GROWTH) (Project period: 2018/2021)

Call for Proposals: Early Childhood (0–6 years)

Role: partner. Lead organisation: Co&So – Consortium for Cooperation and Solidarity

The project aims to develop coordinated strategies to tackle poverty, identify new flexible and informal forms of support for children and families, and improve access to educational services for children in households living in extreme poverty.

Project completed

Erasmus +

(Project period 2018–2021)

WOMEN IN DIASPORA COMMUNITIES AS CHAMPIONS OF LEARNING TO LIVE TOGETHER

KA2 – Cooperation for Innovation and the Exchange of Good Practices

KA204 – Strategic Partnerships for Adult Education

Role: lead partner

A European-level project (with partners in Belgium, Finland, Greece, Italy and Spain) aiming to build a positive narrative of diaspora integration based on the role played by adult education, with a particular focus on the change driven by women.

Project completed

Ministry of Labour and Social Affairs

P COME PARTECIPAZIONE: AZIONI DI CAPACITY BUILDING PER UNO SVILUPPO SOSTENIBILE E PARTECIPATO

(P FOR PARTICIPATION: CAPACITY-BUILDING INITIATIVES FOR SUSTAINABLE AND PARTICIPATORY DEVELOPMENT)

(Project period 2019–2021)

Directorate-General for the Third Sector and Corporate Social Responsibility – Notice No. 1/2018

Role: partner. Lead organisation: ARCS APS – Culture Solidali

The project involves us delivering training courses focused on Global Citizenship Education and the Sustainable Development Goals.

Project completed

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Fondo Asilo Migrazione e Integrazione – FAMI (2014-2020)

(Project period 2019–2021)

LINGUA E NUOVE CITTADINANZE

(LANGUAGE AND NEW CITIZENSHIPS)

Specific Objective 2. Integration / Legal Migration

National Objective 2 – Integration – point h) Civic and linguistic training – Experimental language training services 2018–2021

Role: lead partner

Accompaniment and support for foreign nationals through language training at various levels. Alongside language learning, the project will explore topics related to health, employability and citizenship, understood in a global sense. Geographical area: Province of Frosinone

Project completed

Fondo Asilo Migrazione e Integrazione – FAMI (2014-2020)

(project period 2019-2023)

RURAL SOCIAL ACT

Specific Objective 2. Integration/Legal Migration

National Objective 2 – Integration – sub-point i-ter: social and occupational integration measures to prevent and combat illegal hiring practices – Delegated Authority – Illegal hiring practices

Role: partner. Lead organisation: CIA – Italian Farmers

The project aims to promote the role of social farming as a form of sustainable, inclusive, high-quality regional development, capable of combating illegal hiring practices and acting as a bulwark against agricultural mafias.

Project completed

Fondo Asilo Migrazione e Integrazione – FAMI (2014-2020)

(project period 2019-2023)

IMPACT LAZIO

Action 2 – Promoting access to integration services

Role: Contractor for the social and cultural mediation service in the RM 5.2 social and health district

The service involves intercultural mediation activities aimed at enhancing and facilitating access for foreign nationals to the integrated services system, through measures such as cultural and social mediation, guidance and information on local services, and psychosocial support.

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Project completed

European Parliament

Europe 4Future Forum

(Project period 2020/2021)

Role: project coordinator

The project aims to promote the active participation of women and young people in the process of shaping the new European Union, ensuring that the project's initiatives are closely linked to the Conference on the Future of the European Union. The methodology and objectives are those typical of Global Citizenship Education.

Project completed

PRILS Lazio - Piano regionale per la formazione civico-linguistica dei cittadini di paesi terzi del Lazio

PRILS Lazio – Regional Plan for the Civic and Linguistic Education of Third-Country Nationals in Lazio

(2020/2021 academic year)

Role: service provider appointed by the 7th Centre for Adult Education

The project involves language training courses – teaching Italian as a second language in the Pomezia and Lavinio area – supported by linguistic and intercultural mediation. (support for teaching activities, career guidance and mediation activities, including in relations with parents)

Project completed

Erasmus +

Mastering 9 conversations

(Project period 2020/2022)

Role: Partner – Lead Partner: Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education

The project builds on the results of a previous project, 9 Conversations, which aimed to create a network to support self-employment among refugees. In that project, the partners developed a study circle programme to help refugees build their professional networks in a targeted manner. Mastering 9 Conversations, on the other hand, focuses on creating materials to support the facilitators who will subsequently deliver the 9 Conversations course, thereby making the materials more self-contained and transferable even to non-partners. CReA is collaborating on this project to ensure the materials are suitable for the target group and to create a practical business plan enabling stakeholders not associated with the project to easily implement the programme.

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Project completed

Fondo Asilo Migrazione e Integrazione – FAMI (2014-2020)

DIAGRAMS (Project period 2020/2022)

Specific Objective 2. Integration/Legal Migration

National Objective 2 – Integration – sub-point i-ter: social and labour market integration measures to prevent and combat illegal recruitment – Delegated Authority – Illegal recruitment

Role: partner. Lead partner: PARSEC

Within the project, we will be involved in empowerment initiatives and in strengthening civic, linguistic and employability skills.

Project completed

Fondo Asilo Migrazione e Integrazione – FAMI (2014-2020)

(Project period 2021/2022)

Before you go: formazione professionale e civico linguistica come strumenti per una migrazione consapevole e regolare

Role: partner – Lead organisation: Arcs Culture Solidali APS

This is a civic, linguistic and vocational training project in migrants' countries of origin, aimed at facilitating entry into Italy for the purposes of family reunification or work.

The project aims to involve 1,000 migrants and focus on two target groups interested in entering Italy for family reunification and work/internship purposes. These individuals will be informed, guided and trained in language, civic and financial matters to facilitate their integration once they arrive in Italy.

Project completed

ERASMUS +

MASTERING 9 CONVERSATIONS: HELPING REFUGEE ENTREPRENEURS EXTEND THEIR NETWORK AND TELL THEIR BUSINESS STORY

(Project period 2021/2023)

KA2 - Cooperation for innovation and the exchange of good practices

KA204 - Strategic Partnerships for adult education

Role: partner. Lead organisation: Stiftelsen TISIP

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Building on the study programme for refugees – which includes guidelines on setting up small local businesses – developed during a previous project, this project aims to develop a course for trainers to support and complement the work already carried out.

Project completed

Erasmus +

(Project period 2022-2024)

The future we want

Role: Partner – Lead Partner: ASOCIATIA A.R.T. FUSION – Romania

The project aims to raise awareness among the general public, particularly young people, about sustainable development and global citizenship, whilst at the same time dispelling the myth that young people are not interested in politics or their role as citizens.

To this end, the project will train a group of 50 young people to become Street and Advocacy Campaigners on sustainable development and the 2030 Agenda, who will carry out:

- a large-scale European online campaign
- a transnational roadshow that will visit and run awareness-raising campaigns in 17 European cities, culminating in a two-day event in Brussels, where the young people will organise street actions and meet with decision-makers to present the Youth Manifesto.

Project completed

Centro Koru - Centro ascolto per il maltrattamento e abuso all'infanzia

(Koru Centre – Support centre for child maltreatment and abuse)

(Project period 2024-2025)

Social and Health District RM 6.2

Role: partner – Lead organisation: Cooperativa Archimede

The Koru Centre is a reception, assessment and treatment centre for minors who are victims of abuse and maltreatment and for their families. Within the Centre, there are various areas of intervention, each addressing, from a specific perspective, the multidimensional aspects involved in maltreatment and abuse: Psychosocial Counselling and Guidance Area; Assessment and Treatment Area; Neutral Space Unit; Linguistic and Cultural Mediation Unit (managed by CReA ETS); Legal and Social Counselling Unit; Information and Training Unit; Internal Supervision and Local Services Unit.

Project completed

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La Presidente

Aurora Berbeglia

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