

UPPER Good Practice	
<b>Code</b>	UNIMORE
<b>Name (title) of the good practice:</b>	Fostering multiculturalism among adolescents
<b>Country/region</b>	
<b>UPPER Scope: Fields affected (more than one field may be indicated)</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Policy Making</li> <li><input type="checkbox"/> Teachers Competence Development</li> <li><input type="checkbox"/> Self-Assessment</li> <li>▪ <b><u>Concrete School Practice</u></b></li> <li>▪ <b><u>Community Building</u></b></li> <li><input type="checkbox"/> Mainstreaming</li> </ul> <p><i>Short Description:</i> The activity was aimed to raise awareness of the importance of integration, strengthening sense of belonging to the school community and on improving relationships between majority Italian and minority immigrant individuals at school.</p>
<b>Full Description</b>	<p>The activity was led by UNIMORE. Partners were the schools involved 4 schools), Municipality of Reggio Emilia, universities (Oxford University, University of Greenwich, University of Lausanne).</p> <p>The activity was performed in two main phases, each assisted by trained students from UNIMORE, enrolled in Educational courses, with the aim of reaching the larger number of individuals. In order to realize the activity and promoting multiculturalism, a competition between school was promoted by Municipality of Reggio Emilia and UNIMORE. The competition was aimed to identify the best video on intercultural friendship realized by high-school students. The best video has then be rewarded in a public ceremony, and the video was publicized in various public websites, including the Municipality website.</p> <p>Almost 128 high-school students took part to the first phase of the activity, consisting in dividing each participating class in small groups of almost 4 to 7 students, who had to write and then realize with a 3-minute video on intercultural friendship. The video could be based on a real or a fictional story, and had to be focused on showing Italian and immigrant individuals in a friendship relation; of the 3 minute constituting the video, 1 minute had to show backstage images.</p> <p>In the second phase, to which took part 468 students, videos produced within each school were shown to all the other students of that school, who had to vote for the best video (the video most representing the importance of intercultural friendships). This was, positive contact realized</p>

	<p>in the first phase (video creation) was spread to the rest of the school which did not take part in the first phase, with the idea taken from psychological research that observing friendly intercultural relations can reduce prejudice and promote smoother relationships between groups.</p>
<p><b>Why is the case interesting?</b></p>	<p><i>Good Practice specific characteristics:</i></p> <ol style="list-style-type: none"> <li><b>1. <u>Transformative</u></b></li> <li><b>2. <u>Observable results</u></b></li> <li><b>3. <u>Methodologically structured</u></b></li> <li><b>4. <u>Potential for re-contextualisation</u></b></li> <li><b>5. <u>Beneficiaries consider it a GP</u></b></li> </ol> <p>The innovative value is in the high replicability of the practice, the fact that activities were theoretically-driven and evaluated, that they implied a collaboration between different types of institutions (university, schools, municipality) and aimed at promoting multiculturalism within the school environment.</p> <p>The characteristics include all the above points from 1 to 5.</p>
<p><b>Coordinating institution</b></p>	<p>UNIMORE</p>
<p><b>Strategies (more than one strategy may be indicated)</b> Please rank the different strategies in order of importance: 4 max, 1 min)</p>	<ol style="list-style-type: none"> <li><b>1. <u>Avoiding segregation (2)</u></b></li> <li>2. Leadership/governance</li> <li><b>3. <u>Information on diversity (1)</u></b></li> <li>4. Teacher education on diversity</li> <li><b>5. <u>Diversity in teaching workforce (1)</u></b></li> <li>6. Curriculum and pedagogies</li> <li>7. Multilingual education</li> <li><b>8. <u>Interactive, culturally relevant methods (3)</u></b></li> <li><b>9. <u>School-Society relationship (1)</u></b></li> <li>10. Socially responsible ICT</li> <li>11. Involving NGOs and Youth organisat.</li> <li>12. Incentives and reward for GP</li> <li><b>13. <u>Social integration (4)</u></b></li> <li><b>14. <u>Awareness of injustice (1)</u></b></li> <li><b>15. <u>Promotion of Peace Value (1)</u></b></li> <li>16. Other (please specify)</li> </ol>
<p><b>Accessibility of data and persons by UPPER Team</b></p>	<p><u>Easy</u> – Average –Difficult</p>
<p><b>Impact</b></p>	<p>Short, medium and long term if possible to observe</p> <p>Previous research showed that the impact may be long-term, especially in terms of awareness of the importance of multiculturalism. However, the assessment/evaluation was performed a short time after the activity, so no empirical data on the durability of effects is available. Results are being published in a scientific article.</p>

<b>Brief description of the context in which the practice was applied</b>	The activities were conducted in high-schools in the territory of Reggio Emilia and Modena, two cities of Emilia-Romagna, a Northern Italian region. Schools taking part into the activity were characterized by a high percentage of immigrants (arriving to 30%), and the more general context is of a high presence of immigration compared to other parts of Italy.				
<b>Re-contextualisation potential (How the following elements of the GP appear to be suitable to be adopted and adapted to other contexts)</b>	(1min to 5max)				
<b>Matrix</b>	1	2	3	4	5
Partnership structure					X
Methodology					X
Content of training					X
Stakeholders involvement					X
Evaluation approach					X
Training to practitioners					X
Other (please specify)					
<b>Critical aspects in the application of the practice</b>	Creation of videos is hard, since they should have specific characteristics, and also student motivation must be high. If teachers have to realise the activity, then they should be accurately trained.				
<b>Sustainability elements and recommended use in UPPER</b>	Easy to apply and not costly. Also, it requires a rather flexible and easy to make partnerships.				
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<b>Web link(s)</b>	<a href="http://www.rimilab.unimore.it">www.rimilab.unimore.it</a>				
<b>Filled by [name and partner institution]:</b>	Loris Vezzali, UNIMORE				