



With the financial assistance of the EU

www.amitiecode.eu



MIGRATION AND RIGHTS: BUILDING DEVELOPMENT TOGETHER

Migration, development and human rights in human and natural sciences

Teachers training manual



ALMA MATER STUDIORUM UNIVERSITÀ DI BOLOGNA

The contents of this document are the sole responsibility of AMITIE CODE partners and can under no circumstances be regarded as reflecting the position of the European Union.



Comune di Bologna



RISDAGEN
RIKSDAGEN
KULTURIS
UN SPORTA DEPARTAMENTS



ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA
FED. DI RAVENNA
MASTRI IN DIRITTO UMANO E
INTERVENTO UMANITARIO



CENTRO DE ESTUDIOS INTERNACIONAIS
INSTITUTO UNIVERSITARIO DE LISBOA



www.gvc-italia.org



LATVIJAS CILVETESIBU
CENTRS
LATVIAN CENTRE FOR HUMAN
RIGHTS

Migration, development and human rights through human sciences and natural sciences

Teacher training manual and the creation of Interdisciplinary Teaching Units

Contents

1. Introduction
2. Methodology
3. Structure and content of the course
4. Results: Interdisciplinary Teaching Units (ITU)
5. Assessment and replicability
6. *Attachments*

1 Introduction

This manual presents the High Education Course on "Migration, development and human rights through human sciences and natural sciences" for 57 upper secondary school teachers in order to replicate the experience and its main results: interdisciplinary teaching units to be carried out with students.

The course, coordinated by CIRSIFID (Interdisciplinary Research Centre of the History of Law, Philosophy and Sociology of Law and Legal Informatics "Guido Fassò - Augusto Gaudenzi") of the University of Bologna in partnership with the Golinelli Foundation (institution that for 25 years has studied education, teaching and training), was developed as a pilot activity for teachers within the AMITIE CODE project (Capitalizing On Development) coordinated by the City of Bologna.¹

The AMITIE CODE project, funded by the European Commission, involves local authorities, universities and non-governmental organisations from six European countries, together with the objective of making citizens aware and developing awareness of migration, development and human rights and to adequately train key actors like teachers and local government officials. The project is based on the belief that change starts from local communities and the involvement of young people in the promotion of human rights and the adoption of sustainable lifestyles.²

The structure of the course has made use on the one hand of the results of the previous AMITIE project (Awareness raising on Migrations, development and human rights through local partnerships), and on the other the combination of CIRSIFID's experience in training and research into the subjects of human rights, international cooperation and development, as well as collaboration in pedagogical and didactic research, especially in the field of scientific and technological education with which the Golinelli Foundation works.

¹The course was directed by Gustavo Gozzi, Ordinary Professor of Human Rights and History of International Law, Coordinator of the Master Degree Course. The Scientific Committee was composed of: Francesca Alvisi, geologist, researcher at CNR-ISMAR of Bologna and collaborator with the Golinelli Foundation for the teaching of the sciences; Giorgia Bellentani, Area Coordinator "Educating to Educate" of the Golinelli Foundation; Annalisa Furià, Fixed term researcher (type B) in History of political doctrines at the Department of Cultural Heritage of the University of Bologna, Ravenna campus; Valeria Poggi, upper secondary school teacher and expert in cooperative learning at the Golinelli Foundation.

² www.amitiecode.eu

This manual is divided into five parts plus attachments. The first chapter presents the methodologies used by the course, the result of a meeting between different approaches and oriented to enable teachers to put into practice the skills acquired to test them and to be able to use them at school right away. The second chapter analyses the structure of the course and the content discussed. The full course programme is available in the final attachments. The third part presents the peculiarities of the didactic units developed by the students. A complete unit is available among the attachments at the end of the manual. The next chapter is devoted to the assessment of the course both as regards the evaluation criteria used by the attending teachers and for the evaluation of the instructors' assessments of the course. Finally, the last chapter provides further insights into the replicability of the teaching units.

2 Methodology

From a methodological point of view, the course was born from the combination of two different approaches and methodologies used by the University of Bologna and the Golinelli Foundation. Within the project, the teams of the two bodies met several times to define and harmonise the various parts of the course.

First, they chose to address the subject matter of the course with an interdisciplinary approach, thus combining the historical, social and political perspectives with those of the scientific, technical and environmental areas. Second, with the specific aim of fostering the translation of knowledge into scholastic practice, a choice was made to organise workshops and debates according to the work-based learning approach: the students/teachers were put in a condition of consolidating learning through the carrying out of tasks that are useful to their daily work, i.e., the planning of didactic activities. Once planned, among other things these activities also have the value of being disseminated and reproduced by other colleagues. Finally, it was chosen to implement cooperative methodologies in the course in order to enhance the skills and previous experience of the teachers. The morning sessions were designed to allow participants to learn the core content of the course, an expression of the various disciplinary approaches involved, which are presented in the next section of the manual. The lessons were developed as "lectures", but they still include open moments for dialogue and active participation of the students. For content, in line with the AMITIE approach, we tried to underline the connection between theory and practice, and therefore discuss in an integrated manner subjects that are often presented as distinct, emphasising their overlaps and links. For example, consider the link between migration and development, a major issue in both the country of origin and the destination of migrants. Or again, the connection between migratory phenomena and the protection of human rights, and, in particular, cultural rights, integration models and transcultural practices and tools. In an attempt to reflect the complexity of the phenomena being focused on and to stimulate the fertility of a meeting between human and social sciences and scientific and technical disciplines, the number of disciplines involved was decidedly broad and composite: from moral philosophy to ecology, from human rights to earth and climate sciences, from multiculturalism to international law, from economics to agrarian science, from anthropology to ethno-psychoanalysis.

In the course, experiential group reflection workshops were also introduced using two approaches: 1) the methodology developed by the Montesole Peace School and 2) the ethnopschoanalytic methodology to share the complexity of transcultural relationships in the school among students and between instructors and students.

The afternoon workshop sessions were structured based on the cooperative learning method and organised according to the *Learning together* technique.³ During these sessions, teachers take a deeper look at the issues dealt with in the morning seminars, using the materials made available by the speakers and putting their personal, social and professional skills into play. It was therefore peer education, retaining its interdisciplinary nature precisely due to the choice of group members.

³ Johnson D.W. and Johnson R.T. (1994), "Learning Together". In S. Sharan (Eds.) *Handbook of Cooperative Learning Methods*. Westport, CN: The Greenwood Press.

This made it possible to translate into reality the Council of the European Union's guidelines identifying as a strategic measure for establishing effective education the building of teacher communities working together as peers.⁴ It has also been proven that interdisciplinary teacher training has the potential to increase professional status far beyond single discipline training, as it opens them to new paradigms.⁵

The course was thus geared to making participants reflect and learn the lesson topics in an experiential manner through the work of designing interdisciplinary teaching units. The choice to have them design their Interdisciplinary Teaching Units (ITUs) and related disciplinary lessons also had the goal of accelerating the transfer of topics covered by the classroom course.

In practice, during the workshop sessions the classmates were subdivided into ten groups of six, then subdivided into subgroups of three teachers of different disciplines, when possible from the same school. The groups were created by the course coordinators so that representatives of different disciplines were included in each, balancing the humanistic side with the technical and scientific side. In this way, the participants were able to review the content and the ideas that emerged during the seminars together with colleagues and were able to elaborate on them, study them and make them their own by using them immediately. With colleagues in their group they designed an ITU regarding the contents of the course and including all their disciplines. The direct engagement gave them the opportunity to understand more deeply the topics discussed in the seminars.

⁴ Council of the European Union (2014), *Conclusions on Effective Teacher Education*, Council meeting Brussels, 20 May 2014, http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/142690.pdf.

⁵ Stolle E.P. and Frambaugh-Kritzer C. (2014), "Putting Professionalism Back into Teaching: Secondary Preservice and In-Service Teachers Engaging in Interdisciplinary Unit Planning", in *Action in Teacher Education* 36(1) 61-75.

The work of the groups was followed by tutors with different focuses and functions. At least three tutors were always present in the classroom: an expert in cooperative learning methodologies to guide groups with respect to intra-group interaction rules, one from the humanistic area and another from the scientific field, experts on the topics dealt with during the morning. It is important to point out that the topics were developed in lessons during the design of the ITUs rather than before, and that the work of the teachers was partially organised, structuring it into codified activities that made it possible for them to complete the design within just five days .

The work of the groups was oriented to a common goal that focused on the cooperative learning process, thus structuring positive interdependence among the components. According to the *Learning together* methodology, the choice of a common goal, along with other group organisation measures, is crucial to making the groups really cooperative.

However, the choice of this particular task was dictated by other goals as well.

The first objective was educational. Generally speaking, adult education is more significant if the individual sees immediate applicability of what is being taught to his or her personal or professional sphere. This is also true for the training of teachers. For example, the aforementioned European Union Council guidelines also call for forms of *work-based learning* to be included in the design of teacher training programmes for them to be effective. Providing a moment during the course where teachers transform into didactic practice what they have learned has the function of activating other potentially latent attention and concentration mechanisms.

The second objective was evaluative: the teachers' work led to the creation of a final product, an interdisciplinary teaching module, which represented a concrete element of judgement of the effectiveness of the overall training activity. In particular, it made it possible to express a judgement of the level of competence acquired by individual teachers during the course. In fact, the skills that were assessed were not only the ability of the trainees to develop the proposed contents but also their ability to transform them into didactic practice. In this regard, it should be specified that the skills related to teaching are very complex⁶ and were not a training objective of the course. However, an assessment performed in a genuine environment when skills are expressed in a meaningful and real context made it possible for a judgement to be made of the teacher's ability to process the information not in general, but based on didactic action,⁷ which was an objective of the school. In addition, along with other process observation tools, the final product underlined the positive and negative aspects of the training programme in the already-consolidated

⁶ European Commission, *Supporting Teacher Competence Development for Better Learning Outcomes*. 10 July 2013, http://ec.europa.eu/education/policy/school/doc/teachercomp_en.pdf.

⁷ Darling-Hammond L. and Snyder J. (2000), "Authentic assessment of teaching in context", *Teaching and Teacher Education*, 16, p. 523-545.

perspective of addressing every educational event with an attitude of research and as an open system focused on improvement.⁸

Finally, the third objective was dissemination. The interdisciplinary modules designed - thanks to this manual and online material - were not only implemented by teachers in their respective classes, but also made available online to colleagues, enabling significant amplification of the educational project's range of action by conveying topics, content, ideas to a very large audience of high school students.

⁸ European Association for Quality Assurance in Higher Education, 2009 Standards and Guidelines for Quality Assurance in the European Higher Education Area. http://www.enqa.eu/wp-content/uploads/2013/06/ESG_3edition-2.pdf.

3 Structure and content of the course

The higher education course was held over six-eight hour days from 5 September to 12 September 2016 for a total of 48 hours, to which are added work done off site and two final evaluation sessions. The training took place at Opificio Golinelli in Bologna, home of the Golinelli Foundation, and was attended by 57 teachers of upper secondary schools in various Emilia-Romagna cities, coming from all three types of schools - high schools, technical institutes and professional institutes - as well as adult education institutions, teaching 14 different subjects.⁹ The days were divided into four hours of lectures in the morning and four hours of discussion and group work in the afternoon.

3.1 Theoretical lessons

Training activities were conducted by a multidisciplinary and multi-agency team, with a participative and practical approach, aimed at increasing participants' competencies in project topics. As already pointed out, the activities had an integrated approach aimed at combining social, political and historical perspectives with scientific, technical and environmental aspects. During the six days 15 experts including scholars and professionals intervened and the topics discussed were:¹⁰

⁹Italian Language and Literature, Foreign Languages, History, Philosophy, Humanities, Art, Science, Psychology, Law, Mathematics, Economics, Natural Sciences, Chemistry, Biology and Geography.

Day	Topic
1	Human rights and citizenship
2	Migrants and migration
3	Ethnographic workshop ¹¹
4	Development
5	Critical perspectives
6	Definition of the Interdisciplinary Teaching Unit (ITU)

¹⁰The detailed course programme is added to the end of the manual as Annex 1.

¹¹ The workshop took place at the Montesole Peace School (<http://www.montesole.org>).

More in detail, the main content of the training course concerned the following topics:¹²

History of human rights

The lesson's objectives were to outline the "Western" history of human rights and to differentiate it from the history of rights in other civilisations and cultures, such as in the Islamic Arab world. The lesson also aimed to convey human rights as gender (male) and class (bourgeois) rights and to distinguish them from the human rights established in 1948 as the rights of every human being. The lesson was based on the following topics and authors: Right to freedom of religion; Roger Williams (1647); Toleration Act (1689); human rights and secularisation process; Human rights and women's rights (Olympe de Gouges); K. Marx, the Jewish question (1844); criticism of the Jacobin declaration of 1793; the universal declaration of human rights of 1948; the statement of American anthropologists (1947); the denunciation of the lack of cultural rights; the relativism of the (self-proclaimed) universal statement of human rights; the position of some Muslim countries; dignity as the foundation of human rights; the meaning of the concept of dignity: the objective value of the life of every human being; human rights and fundamental rights: the constitutionalisation of rights; human rights and citizens' rights.

Multiculturalism

The objectives of the lesson consisted in examining the reality of multiculturalism within a theory of democracy to show how the reality of multicultural societies can change the form of democratic government by questioning the principle of majority to propose the recognition of many cultural groups, without distinction between majority and minorities and introducing the need for "special laws" to protect the specificity of cultural identities. The lesson was based on the following topics and authors: Joseph Raz; collective rights and individual rights: W. Kimlicka; beyond the principle of majority; right to special liberties; right to "exit"; tolerate the intolerant?; Bhikhu Parekh: multicultural societies and multicultural policies; multiculturalism as a dialogue between cultures. The positions of R. Tully; the paradox of multiculturalism: the need for a culture of mutual recognition; the problem of integration; multiculturalism and plural monoculturalism.

Citizenship and human rights

¹²All lessons have been recorded and can be seen on the "Training" page of the AMITIE CODE project: <http://amitiecode.eu/it>.

The objectives of the lesson consisted in highlighting the meaning of the concept of citizenship as a "status" whose criteria (*jus sanguinis* or *jus soli*) are established by the legislative majorities and how this status determines the condition of political belonging or exclusion. The lesson was based on the following topics and authors: citizenship and human rights; citizenship as a nationality. The thesis by S. Benhabib; the conflict between moral universalism and ethical particularism; the case of Fereshta Ludin; multicultural citizenship and democracy. Beyond the concept of nation: the idea of constitution; ambivalence of the idea of nation.

Migration and rights across territories. The influence of geography and geology of the land on migration and human rights

The link between environmental change and migration is often the complex outcome of a number of more or less related causes: economic reasons, social reasons and political reasons. These can, at various levels, be influenced by changes in environmental and demographic conditions. Also the ways in which people migrate due to environmental causes can be of various kinds: internal or international, voluntary or forced, and temporary or permanent. Some real examples from past and recent history were presented and discussed to try to understand the relationship between the physical characteristics of the territories (geography and geology) and migratory phenomena, and how much both of these factors can (re)challenge human rights and democracy. The international legal status of migrants for environmental reasons is still not yet clear.

Critical reflections on the relationship between ethics and science

The module sought to analyse three possible theses of the relationship between ethics and science in liberal society:

1. Science and ethics are independent and separable cognitive environments: it is the metaethical descriptive thesis of the logical relationship between descriptive and normative (fact and value).
2. Ethical value is not subordinate to scientific-natural facts: it is the legal thesis of ethical value.
3. Legal ethics, which have a subjective and relative epistemological value, must be subordinated to the authority and the objectivity of science.

To test the scope of these three theses, two case studies were referred to: "liberal" eugenics (the case of genetic engineering) and "libertarian paternalism" based on the results of behaviourist sciences.

Law and migration

The right to emigrate is today generally legally recognised and guaranteed, as is widely acknowledged by both international law and the national law of individual states. Italian law is no exception, the freedom of emigration being enshrined in the constitution and elevated to "inviolable right" by the constitutional court since the mid-1980s. On the other hand, immigration freedom did not find any comparable legal recognition, to the absolute benefit of the power of the State opposing migrants with the undeniable prerogative of sovereignty over its borders.

The policies implemented by the European Union have appeared uncoordinated, irrational and ultimately obviously unfair. The management of immigration should be rethought based on guiding principles that take into account the extraordinary complexity of international migration processes, recognising the underlying interests of all involved, namely not only the interests of citizens of states in which people are immigrating but also the interests of potential migrants.

Ecology's point of view of migration and the evolution of the relationship between man and the environment

By the term "migration" is meant the set of movements that animals perform in a regular, seasonal manner, along well-defined routes, covering very large distances and which are generally followed by a return to the original area. For humans it is also possible to talk about migration, although the phenomena at the base of the shift are numerous and more complex. Whatever the impetus for migration, the movement of organisms can have a profound effect on the balance of the surrounding environment as these changes are followed not only by cultural but also by strictly biological re-adaptations.

Ecology is the discipline that seeks to clarify and describe the (dynamic) nature of interactions between organisms and the environment. From this point of view, humanity has played a key role in the history of our planet by strongly contributing to its change.

Environmental migration and climate

The module sought to provide an overview of the latest studies on the link between climate change and transnational migration processes. In the years to come, migration flows related to climate change should increase, especially in the poorest countries of the world. This is because climate change will tend to increase the frequency and severity of extreme events such as drought, rise in sea level, floods and hurricanes. These events not only damage infrastructures, homes and livelihoods, but can either directly or indirectly result in an increase in the migratory phenomenon and the displacement or movement of entire populations. Given that the decision to migrate is usually the result of multiple considerations reflecting a complex combination of environmental, economic, social, political and safety factors, the most recent research has adopted a more sophisticated approach, focusing more on the capacity of people in low income countries to adapt and the factors behind migration decisions.

The value of migration. Data and information on the contribution of migrants to the national/European economy

In order to assess the impact of international migration on the Italian and European economies, the phenomenon should be framed in a more complex context in which, in addition to the direct costs and benefits, there are also expenditures and revenues deriving from public policies designed to structure the labour market and the provision of welfare services, to govern the processes of social integration, to provide border control and protection, development cooperation and humanitarian aid. However, by limiting the field to direct impact, it must first be taken into account that migratory processes are a constituent component of the development of modern economies from their beginning, and therefore are primarily of an economic nature. In particular, they originate from an osmotic process between economies of different levels of development, which makes the flows of workers/consumers essential for both countries of origin and countries of destination.

The size of the world. Thoughts for a historical-critical analysis of the concept of development

What are the assumed and implicit meanings that are historically sedimented in the contemporary concept of development? Over the years, what have been the main doctrines that have sought to give it concrete content and goals? Is it really possible to promote the development of other countries and populations? Is it possible to reform the international aid efforts that have been consolidating since the Second World War? Is it really possible to understand development as human development or as the full development of individuals and not just as economic growth or as a development of the market and private enterprise? Starting from the reconstruction of the concept of development, the objective was to offer tools and ideas to reflect on to try to address such crucial issues.

Introduction to the history and politics of the contemporary Middle East: development, conflicts, challenges

The report aimed to rethink some development processes in the Middle East from the end of the Ottoman and Persian Empires to the present day. The processes under consideration concern the question of the birth of countries and therefore the determination of the external and internal borders of the region; the phases of economic development and the transition from agricultural and commercial economies to agro-industrial economies, with the decisive factor of the export of energy; the political movements that have characterised the different epochs of contemporary Middle Eastern life. A historical perspective makes it possible to understand the current status in its temporal and spatial coordinates, as well as the specific features of the Middle East and the elements in common with other regions, including Europe.

Millions of people move, mainly from the South towards the North, from Africa and Asia to Europe, from South America to the United States and Canada. The module sought to provide real statistics, allowing people to look at them, comment on them, analyse them over time, not in a fleeting title, as does the Open Migration project, believing that this helps to re-establish proportions, making it possible to reason in a sensible and rational way. The use of multimedia narratives, which combine the power of words with images, charts and geographical maps and populate all the voices of the characters in these stories, has become a useful tool to illustrate the fully human dimension of migration stories. A medium, multimedia, which also forces those who produce it and not just the character of the story, to return to a human plane, of contact, of feeling the suffering and sensing the hopes.

Agricultural and demographic trends in Africa: implications for food security and migration

The presentation illustrated the agricultural and demographic dynamics of the African continent and their influence on food security and migratory phenomena. Specifically, the relationship between migration development and remittance, the introduction of agricultural innovations in difficult environments and the role that migration has on it, and the impact of migration on food safety were analysed. During the presentation some case studies related to the African continent were presented and discussed.

Narratives and representations of migration

Migration in the contexts of departure, transit and destination are subject to continuous discursive representations. Institutions, political decision makers, citizens and migrants participate, remodulate and act in the wake of these narratives by positioning themselves in the social field. Anthropological analysis has focused in particular on the process of building representations and socio-legal devices that filter narratives by making them legitimate and/or credible.

Talking about migration through narrative and artistic tools

The discussion presented participants with a series of theatrical and artistic techniques to generate processes of empathy in students related to migration and human rights issues, and to be able to teach them in an exciting way and facilitate learning through the identification and comprehension of the depth of migratory dynamics.

Workshop on migration, identity and cultures: ethno-psychoanalytic approach

The module analysed from an ethno-psychoanalytic perspective, various aspects of the transcultural relationship in intercultural contexts - the identity/other relationship, the construction of stereotypes and prejudices, psychic and cultural decentralisation - just to name a few points. In fact, as maintained by Marie-Rose Moro, the theoretical and methodological principles that underpin ethno-psychoanalysis and clinical experiences that developed according to this approach provide input useful for the understanding of different cross-cultural situations, as well as those that specifically deal with emotional suffering, like those that arise in hospitals, schools, courts, neighbourhoods, communities and that involve users, operators, services, as well as students, families, teachers, school.

3.2 The workshop sections

In synergy with the morning modules, the afternoon group work was designed to immediately apply the skills acquired, to get to the point of designing the ITUs. The workshop sessions were organised according to the following schedule:

First session. The work of the day allows each group to create data cards of the accessory material to produce a poster that illustrates the ideas that cut across disciplines and/or interdisciplinary interactions of the content of the morning classes.

Time	Activity	Product
45 minutes	Classification of related material supplied by the morning instructors	Taxonomy of the accessory material
45 minutes	Realisation of a poster through a cooperative structure that enables students to explain their ideas and to define the links between the interdisciplinary concepts that emerged in the discussion. The activity also allows students to familiarise themselves with the group's operating roles in order to optimise the working time.	Poster outlining ideas that cut across disciplines and/or interdisciplinary interactions among the content of the morning classes
60 minutes	Comparison of posters through a guided discussion to highlight the ideas and key points identified in the previous activity. At the end, written summary of the ideas that emerged and display of the material.	Critical review of one's own poster and written summary

Second session. The work of the day leads each group to define the fundamental characters of the ITUs to be developed over the next few days.

Time	Activity	Product
30 minutes	Classification of the related material supplied by the instructors during the morning session using the methods already tried on the previous day.	Taxonomy of the accessory material
60 minutes	Identification and description of at least two possible ITUs that can be developed in school. For each of these, identification of the idea and its definition through the clarification of the topic of the ITU (that can be summarised in a title), the concise description (summary of the objectives and strategies for achieving them) and its concise overview (which would be the role of each discipline in this educational path?).	Posters that summarise the distinctive aspects (title, description, overview) of each ITU
30 minutes	Discussion with the members of another group. Three students from each group move on to the next group by number. The students who remain at their table describes the	Notes on posters

ITU to the "guests" and discuss its aspects, receiving in exchange comments and ideas.

30
minutes

Choosing the best ITU. The groups are reconstituted and all the members discuss the observations made in discussion with the "guests". At the end they choose the most convincing ITU and described its elements in a form prepared on an electronic file.

Info sheet that shows the characteristic features (title, description, overview) of the chosen ITU

Third session. The day's work leads to a detailed description of the common aspects of the disciplines of the ITU chosen in previous days.

Time	Activity	Product
30 minutes	Classification of the related material supplied by the instructors during the morning session using the methods already tried on the previous day.	Taxonomy of the accessory material
150 minutes	Cooperative design of the interdisciplinary module using a design sheet template. Each group is divided into two subgroups. The subgroups define different parts of the design template and periodically discuss their work. In the end they have defined the details of the ITU that are common to different disciplines. The sheet is finally saved on the PC.	Module design sheet (only parts common to the disciplines)

Fourth session. The work of the day leads to the definition of the ITU development phases, i.e., to outline the lessons to be carried out subject by subject and their temporal sequence. This completes the programme developed over previous days.

Time	Activity	Product
30 minutes	Classification of the related material supplied by the instructors using the methods already tried on the previous days	Taxonomy of the accessory material
60 minutes	Definition by each participant of the lesson plan to be followed in case of implementation of the ITU. The students will work in groups of 4 people from the same discipline (groups chosen by the instructor).	List and brief description of the lessons to be organised for each subject
45 minutes	Reconstitution of the original groups and relinking of the different subject programmes in a poster. The programmes can be changed during group discussion. This completes the description of the "DEVELOPMENT PHASES" of the ITU.	Poster with the description of the "development phases" of the ITU

30 minutes	Discussion with the course instructor Agreements for the work to be carried out over the weekend (preparation of a poster that illustrates the ITU in a visual and concise manner)	File with the description of the "development phases" of the ITU
---------------	---	--

Fifth session. The work of the day calls for the communication of the work done and the exchange of ideas among the teachers.

Time	Activity	Product
60 minutes	Finalising a poster produced over the weekend and its printing	Poster showing the essential aspects of the ITU designed
120 minutes	Viewing of posters	Taking note of the comments of colleagues

It is clear that what was here briefly illustrated was a complex course that, in a short time, managed to provide participants with a basic preparation on interconnected and multidisciplinary topics like migration, development cooperation and multiculturalism. The course was also able to immediately provide tools that could be applied through afternoon workshops and the individual and group activities of the teachers, as described in the next section on methodology.

4 The final products for replicability in the classroom: the ITUs

The students ended their active participation with the design of 10 ITUs, one for each working group. After identifying an interdisciplinary topic, they defined a target of reference (type of school and class) and objectives. They then outlined the methodologies and the development stages of the programme.

As can be seen from the list of ITUs below, the subjects addressed and interdisciplinary approaches are very different from each other.

In any case it must be clarified that the objectives of the work were twofold. On the one hand, during the course participants had to further develop the ITUs also by organising different lessons (so in the various disciplines). Taking a step back, for the final exam they had to present a critical review of their own contribution within the group.

Group	Title and description
1	<p>And if there's an earthquake?</p> <p><i>Study the earthquake as a natural phenomenon and social event: know its causes and effects on the environment, buildings and populations. Understand the concepts of vulnerability and resilience applied to the natural sciences and the human and social sciences. To deepen the relationship between migration and environmental crisis through the analysis of statistical data and historical, economic and social aspects. Reflect on migration both as "total social phenomenon" and as a "total geo-historical phenomenon".</i></p> <p>Subjects: History, Natural Sciences and Materials Science, Human and Social Sciences, Computer Science.</p>
2	<p>The benefits of migration in view of benefits to the state that welcomes them</p> <p><i>The general objective of the ITU is individual growth and providing benefit to communities through the meeting of peoples. The proposal is intended to be a deepening and strengthening of the ministerial education programme.</i></p> <p>Subjects: Subjects: ICT, Science (Biology), History, Italian, Art History, English.</p>
3	<p>Migration as a resource</p> <p><i>Reflections to know the specific denotative and connotative vocabulary of migration and understanding a historical, geopolitical, linguistic and scientific dimension of migration flows. Furthermore, support learning by consulting sources of different types to search for information and data.</i></p> <p>Subjects: Biology, History, Italian, Economics, Spanish.</p>
4	<p>Faces not seen: the perception of the migrant in the collective imagination. Stereotypes and clichés</p> <p><i>Reflections on stereotypes and prejudices associated with the migrant/foreigner in contemporary society.</i></p> <p>Subjects: History, English, Natural Sciences, Latin.</p>
5	<p>Take care!</p> <p><i>Reflection on development and human rights, in particular on the active role and responsibility that each individual has on the reception of otherness, the quality of interpersonal relationships that go through the understanding of body language, which, being an element of identity culture, is also influenced by religious beliefs.</i></p> <p>Subjects: Tourist Reception, Teaching Catholic Religion, Natural Science and Geography, Law, Economics.</p>
6	<p>Homo migrans</p> <p><i>The awareness of migration as an individual and collective phenomenon that distinguishes the human experience. Problems and opportunities.</i></p> <p>Subjects: Italian, Mathematics, Political Economics, Religion.</p>
7	<p>From the land of the eagles</p> <p><i>Albanian emigration to Italy past and present: tools to understand a phenomenon of migration.</i></p>

Subjects: History, Philosophy, Natural Science, Art History, English, Human Sciences, English, Italian.

8 Man: a moving animal

The phenomenon of migration between Italy and America in the late nineteenth and early twentieth century.

Subjects: History, Economics, Geography, Human Sciences, Mathematics, Italian.

9 Women and men on the road: travelling or escaping?

The experience of students meeting with migrants to be able to identify the different forms of travel, grasping the complexity of the migration phenomenon and understanding the significance of integration.

Subjects: Law and Economics, Spanish, History, Religion.

10 Walking the Earth

The Earth's value as a source of life for humans and as an engine of displacement.

Subjects: Earth Sciences, Biology, Law and Political Economics, History and Geography, English, Philosophy.

Some examples from the personal assessment process (see next chapter) can provide ideas and concrete suggestions to replicate similar ITUs.

From a methodological point of view, it is useful to recall what has been shown by an economics instructor of group 6 - *Homo migrans*, who stressed that his contribution involved the structuring of the activity in the classroom as a form of guided discovery, starting from analysis of actual data from national and international databases makes it possible to reach "new" considerations, which disregard the common interpretations and the discussion of the latter. This example show how the design of the activities included in the ITU is based on the assumption that it is necessary to offer students stimulating situations that cause them to be personally involved, allowing them to use skills that are not usually called upon in traditional classroom activities.

In his case, the basic idea was to provide a guided path of discovery that starts from information taken from everyday reality (such as news related to GDP) and, through the use of official sources (for example, an ISTAT site) and the analysis of information from databases that offer a more extensive view of the problem, allowing students to gain awareness of the economic impact of migration on GDP and limitations of this indicator compared to the level of development of the countries. The goal is to understand the complexity of the subject to break down the stereotypes and encourage critical thinking, taking into account, at the same time, the different abilities of students and their learning styles.

In group 1 - *And if there's an earthquake?*, a mathematics and computer science teacher showed how to propose a current topic like that of an environmental event in some ways so familiar to the modern and contemporary history of our country that it cannot but arouse and stimulate the interest of the students. Furthermore, if on the one hand it can arouse interest by virtue of the fact of being a well-known topic in our country, on the other it can simultaneously act as a common background for those who have experienced such natural events firsthand in different countries. An event that can be experienced no matter the origin, thus one with which each has or has had an equal chance of measuring themselves, beyond their country of citizenship.

As this example illustrates, the logical learning path can then reach several objectives: to push the student to reason from a critical perspective some clichés related to the topic; guide the discussion towards the concept of "humanisation of disasters", the sense of responsibility and action; highlight the importance of new technologies and Web 2.0; introduce the concept of remittances; and finally, lead to a reflection on how digital devices make it possible to maintain the concept of resilience.

A third example was offered by a teacher of natural sciences in group 7 - *From the land of the eagles*, who analysed how molecular anthropology can collaborate with the approach to cultural anthropology and philosophy, as well as disciplines aimed at developing communication skills (Italian, English and Art History), to reduce the negative effects of stereotypes and prejudices related to migration that society conveys. This is due to the fact that the study of the human genome can help to undermine racial prejudice. Concerning the evolution of populations, the mechanisms of microevolution are discussed, focusing on the concept of gene flow, which is one of the causes of evolutionary change. This phenomenon, which is the loss or acquisition of alleles from a population, occurs when fertile individuals migrate, entering or leaving the population. In human populations, today gene flow is an important agent of evolutionary change because of the increased mobility of individuals compared to the past. As a result, the differences between populations tend to shrink.

It is thus important to show students that even in science it is necessary to investigate a multi-disciplinary approach to changes in the phenomenon of human migration that have occurred in recent decades, as well as their systematic consequences. It can also be illustrated how the genomic diversity of non-European populations that are contributing most to recent migration flows into Italy will also have an effect on medical research. The genomic data of migrants (and recipient populations) help to reconstruct the genetic history of modern human populations and to keep track of migratory events of the past. In this disciplinary perspective, students can learn that a cultural root that appears singular, given the linguistic uniformity, can instead hide genomic differences that reveal different backgrounds.

Among the annexes at the end of the manual was added as a model the full version of unit 10 - *Walking the Earth*, which deals with the Earth's value as a source of life for humans and as an engine of displacement. The other complete ITUs can be downloaded from the AMITIE CODE project site at the link: <http://www.amitiecode.eu/it/documenti-e-link>.

5 Assessment and replicability

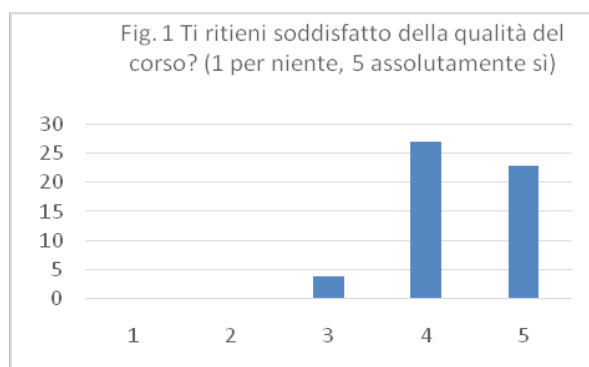
This section of the manual covers the methods used to assess the participants at the end of the course and the assessment of the programme itself. For both processes are also concisely described the most relevant results.

Teachers who have attended the Advanced Training Course were evaluated based on a total possible score of 30 by a panel of three instructors of the course. Assessed were both the ITU developed by the group during the training, and the individual work presented at the end of the course. The group part was worth 60% of the final grade and the individual part 40%. In particular, the ITUs were evaluated using the dual-entry table in annex 3. The grade assigned to the group was transferred to all its members. The individual work involved a reflection on the method by which the topics covered in the training programme were transferred to their teaching: each teacher produced a written document that was presented to the committee a month after the conclusion of the course.

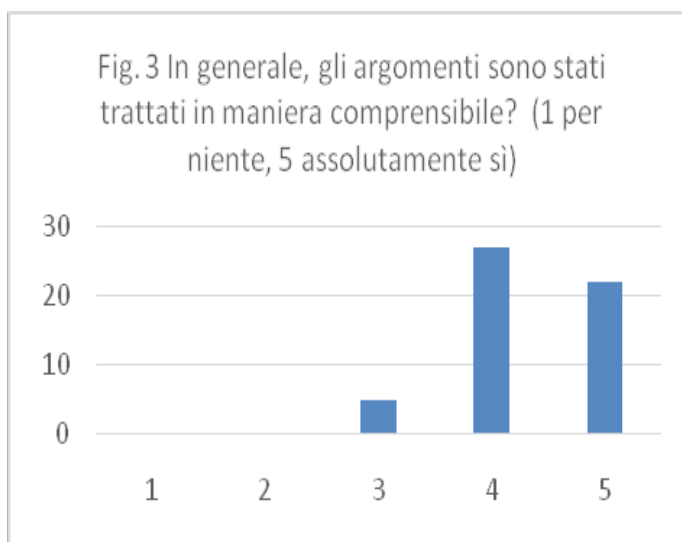
The results earned by the participants ranged between 28/30 and 30/30, with a high incidence of maximum grades. Both the ITUs and the individual work of reflection were considered extremely interesting by the commission and were shared among the teachers, constituting an additional source of reflection and study of the course's subjects. The evaluation process therefore represented a further educational moment.

These data can be considered a first indication of the effectiveness of the course. It also produced a specific tool to detect the effects of the course on the participating teachers. This was a questionnaire filled out by all participants at the end of the course organised into several sections and designed essentially to assess the expectations and the overall satisfaction of the participants and their opinions on the organisation of the course and its cultural and professional repercussions.

Participants noted a high level of satisfaction with the course as a whole and no one declared general dissatisfaction, as is clear from the first graph (Fig. 1).

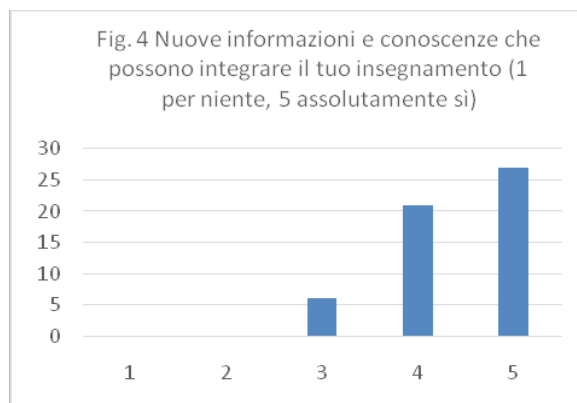


The course was also able to communicate broad-ranging and complex issues in a clear and understandable manner for a diverse audience of teachers (Fig. 2 and 3).



The course also provided all participants with new information and knowledge that can be integrated in the teaching of individual teachers (Fig. 4).

Comments were a little more varied, though clearly positive, concerning the didactic applicability. (Fig. 6). Another aspect for which there is some space for improvement concerns the skills to better manage the diversity present in the classes (Fig. 5). This had not been set as a direct objective of the course, but may be a point of reflection to replicate the course in the future.



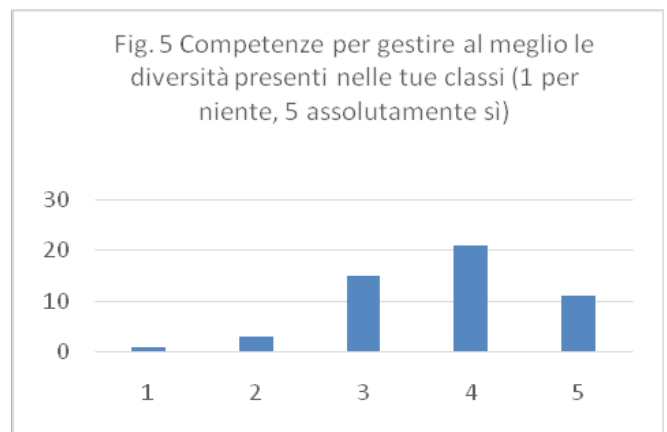


Fig. 5 Skills to better manage diversity in your classes (1 not at all, absolutely)

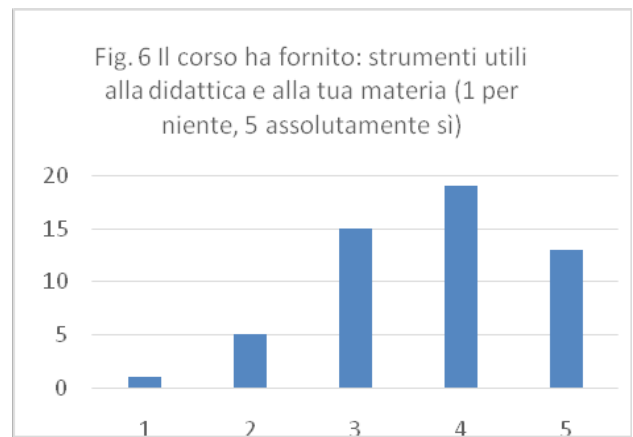


Fig. 6 The course provided: useful tools for teaching your subject (1 not at all, 5 absolutely)

Among the topics and approaches that participants suggested for future events, those emerging as the most important are:

- Anthropology, genetics and journalism with respect to the subjects dealt with.
- Use of theatrical and artistic experimentation workshops.
- Direct testimonies from migrant communities.
- More attention to the relationship between the media and the local community.

- Cultural mediation.
- More methodological tools on the tools to be applied in the classroom.
- International cooperation.
- Conflict management.
- Philosophy of law.
- Fundamentalism and Islamic terrorism.
- Legal analysis of the rights of refugees.
- EU law and integration policies of other member states.
- War and peace. Neomercantilism and globalisation.
- Interreligious dialogue.

This manual has provided some basic elements that can make it possible to replicate the entire training process on migration, development and human rights, human and natural sciences.

Among the elements to be assessed for the replicability of the educational process there is first of all the effort to set up a programme of "many voices" in the human and social sciences and scientific and technical disciplines. Then there is the possibility of involving a vast network of schools from which to select participants, and also the recognition of CFU university credits that make the course particularly attractive. Finally, the involvement of experts in instructional design is an added value for the training.

In this manual, the ITUs were presented both in the diversity of possible topics and methods of design. The ITUs presented in full in the annexes, and others present online, represent interesting models of how an ITU can be structured among colleagues. The methodological part also adds elements and ideas to enable a participatory process among colleagues.

The information provided by monitoring the implementation of the ITUs by course participants in their schools shows that almost everyone in the course of the school year 2016-2017¹³ have used the knowledge gained by drawing on material provided by the course. One teacher pointed out how the materials are "good/excellent for personal culture", but that "naturally must be rethought and adapted for practical use in the classroom". Another participant stated that the materials have "made it possible to see the current phenomenon of migration in a new light and with new connections. This gave me a starting point to deepen and broaden my study and reflection, and to prepare activities that can be used in the classroom with the students".

¹³The anonymous questionnaire was completed in February 2017, 5 months after the end of the course, by about 1/3 of the participants.

Interestingly, about three out of four teachers have used some of the methodological/organisational ideas learned during the course. These include cooperative work and learning, web searches, peer education and a workshop approach.

As regards the applicability of the ITUs, about half of the teachers have applied them in small part, while a fourth have not applied them at all, and a fourth have applied them extensively. It turned out however that it is easier for teachers to apply the learning to their own disciplines (without replicating an entire ITU). This then shows the limits in the coordination and sharing of skills acquired with colleagues who have not participated in the course, but it also shows a good level of practical use by the participants. It should be noted, however, that the vast majority of participants reported using only the ITU built within their own work group, and that only a dozen teachers declare to have used other ITUs.

More than half of the participants also shared tools, materials or products of the course with colleagues who did not participate, thus showing an active approach in conveying the information gained to make them replicable in their school environment.

Overall therefore emerges a good impact of the course in terms of use by teachers, while the eventual effect on the students as final "users" must be assessed at a later date. There remain some difficulties coordinating the applicability of the entire ITU with other colleagues who have not followed the course. In this regard, one could consider the development of tools and opportunities for discussion and sharing of the work done by colleagues or a final activity of dissemination.

The course overall therefore has excellent prospects in terms of replicability due both to the opportunity of interdisciplinary work on these issues, and the successful structuring of the course in terms of methodology and content presentation. Each improvement suggested by the assessment phase can nevertheless constitute a further enrichment in the organisation of the course.

6 Attachments

I. Course programme

DAY 1			
Monday, 5 September 2016			
HUMAN RIGHTS AND CITIZENSHIP			
Total hours: 8			
MORNING	Description	Professor(s)	Schedule
Introduction	Course overview: approach, objectives, content and methodology	Gustavo Gozzi	10:00 - 10:15
History of Human Rights, Cultural Rights and Multiculturalism	Reflections on the relationship between human rights and cultural rights; brief review of multicultural models and policies	Gustavo Gozzi	10:15 - 11:05
Citizenship and Human Rights	Analysis of the relationship between citizenship rights and human rights	Gustavo Gozzi	11:05 - 11:55
Coffee break			
Migration and Rights across Territories	The influence of geography and geology of the land on migration and human rights	Francesca Alvisi	12:05 - 12:45
Ethics and Science	Critical reflections on the relationship between ethics and science	Silvia Vida	12:45 - 1:30
Lunch break			
AFTERNOON	Description	Instructor(s) and Tutors	
Discussion and Group Work	Further study of the topics presented in the morning with work in cooperative groups	Gustavo Gozzi, Francesca Alvisi, Adamo Lanna	2:45 - 5:45
DAY 2			
6 September 2016			
MIGRANTS AND MIGRATION			

Total hours: 8

MORNING	Description	Instructor(s) and Tutors	Schedule
Law and Migration	Overview of the evolution of legislation on migration and current dynamics	Fabrizio Mastromartino	9:30 - 10:20
Migration Ecology	Ecology's point of view of migration and the evolution of the relationship between man and the environment.	Stefania Zampetti	10:20 - 11:10

Coffee break

Environmental migration and Climate	Overview of the latest studies on the link between climate change and transnational migration processes.	Francesca Alvisi	11:20 - 12:10
The Value of Migration	Data and information on the contribution of migrants to the national/European economy	Alessandro Romagnoli	12:10 - 1:00

Discussion and introduction of afternoon activities

1:00 - 1:30

Lunch break

AFTERNOON	Description	Instructor(s) and Tutors	
Discussion and Group Work	Further study of the topics presented in the morning with work in cooperative groups	Alessandro Romagnoli, Fabrizio Mastromartino, Valeria Poggi	2:45 - 5:45

DAY 3

7 September 2016

ETHNOGRAPHIC WORKSHOP

MONTESOLE PEACE SCHOOL

Total hours: 8

DAY 4

8 September 2016

DEVELOPMENT

Total hours: 8

MORNING	Description	Professor(s)	Schedule
What development?	Examination of historical criticism of the concept and the possible	Annalisa Furia	9:30 - 10:20

	meanings of the development		
Geopolitical Dynamics of Development	Overview of key geopolitical dynamics that impact on development processes	Massimiliano Trentin	10:20 - 11:10
Coffee break			
ICT/New Media and Migration	The impact of new media and ITC on Migration and Human Rights	Elisabetta Tola	11:20 - 12:10
Cultivating development	Overview of the link between the development of local and global agricultural trends	Paul Thangata	12:10 - 1:00
Discussion and introduction of afternoon activities			1:00 - 1:30
Lunch break			
AFTERNOON	Description	Instructor(s) and Tutors	
Discussion and Group Work	Further study of the topics presented in the morning with work in cooperative groups	Silvia Vida, Annalisa Furia	2:45 - 5:45

DAY 5

9 September 2016

CRITICAL PERSPECTIVES

Total hours: 8

MORNING	Description	Professor(s)	Schedule
Narratives and representations of migration	Analysis of the ambivalence that characterises the representations and narratives of migration in countries of origin and destination	Selenia Marabello	9:30 - 10:20
Talking about migration through narrative and artistic tools	Theatrical and artistic techniques for generating in students processes of empathy in relation to the issues of migration and human rights	Pietro Florida	10:20 - 11:10
Coffee break			
Workshop on migration, identity and cultures: ethno-psychoanalytic approach Part I	Theoretical stimuli and experiential moments on the dynamics of identity construction in adolescence, on the identity/culture relationship for immigrant teens, on areas of intra/inter and trans-subjective suffering	Patrizia Brunori	11:20 - 1:20

Lunch break

AFTERNOON	Description	Instructor(s) and Tutors	
Discussion and Group Work	Further study of the topics presented in the morning with work in cooperative groups	Bernardo Venturi, Annalisa Furia	2:45 - 5:45

DAY 6

12 September 2016

DEFINITION OF THE TEACHING UNIT

Total hours: 8h

MORNING	Description	Professor(s)	Schedule
Workshop on migration, identity and cultures: ethno-psychoanalytic approach – Part II	Experiential workshops	Patrizia Brunori	9:30 – 1:30

Lunch break

AFTERNOON	Description	Instructor(s) and Tutors	
Discussion and Group Work	Further study of the topics presented in the morning with work in cooperative groups	Silvia Vida	2:45 - 4:00
Presentation of the Group Work	Presentation and discussion of the groups' "working drafts"	Silvia Vida	4:00 – 5:45

End of the first part of the course

SEPTEMBER-OCTOBER

Work at home and at school

ACTIVITIES	Description	Instructor(s) and Tutors
Further study and formalisation of the materials to be submitted for the conclusion of the course and final assessment	Remote supervision via Skype/Google Apps to track progress	Course tutor

ii.

DAY 7

FINAL ASSESSMENT - SESSION I

26 October 2016

ACTIVITIES	Professor(s)
Discussion of the projects presented and final assessment	Gustavo Gozzi, Valeria Poggi, Francesca Alvisi

DAY 8

FINAL ASSESSMENT - SESSION II

4 November 2016

ACTIVITIES	Professor(s)
Discussion of the projects presented and final assessment	Gustavo Gozzi, Valeria Poggi, Francesca Alvisi

II. List of trainers

SCIENTIFIC DIRECTOR

- *Gustavo Gozzi*, Professor of Human Rights and History of International Law, Coordinator of the Master of Science in International Cooperation, Protection of Human Rights and Ethno-Cultural Heritage and Director of the Master in Human Rights, Migration, Development of the University of Bologna

• **SCIENTIFIC COMMITTEE**

- *Francesca Alvisi*, Researcher in Marine Geology at CNR-ISMAR Bologna, works with the Golinelli Foundation for science education
- *Giorgia Bellentani*, Coordinator of the "Educating to educate" area of the Golinelli Foundation
- *Annalisa Furia*, Fixed term researcher (type B) in the History of political doctrines at the Department of Cultural Heritage, University of Bologna, Ravenna campus
- *Valeria Poggi*, upper secondary school teacher, Expert in cooperative learning at the Golinelli Foundation

• **INSTRUCTORS AND TUTORS**

- *Francesca Alvisi*, Researcher in Marine Geology at CNR-ISMAR Bologna, works with the Golinelli Foundation for science education
- *Marco Balboni*, Professor of International Law at the University of Bologna
- *Massimiliano Trentin*, Assistant Professor in History and Institutions of Asia at the University of Bologna
- *Elena Bergonzini*, Educator and Trainer at the Monte Sole Peace School
- *Patrizia Brunori*, Psychologist and Psychotherapist, Trainer of the Italian Institute of Group Psychoanalysis, Scientific Secretary of Group Psychoanalysis Research Centre in Bologna and Reference for the Ethnoclinical Free Consultation Space for migrants in the *Diversa/mente* Association.
- *Annalisa Furia*, Fixed term researcher (type B) in the History of political doctrines at the Department of Cultural Heritage, University of Bologna, Ravenna campus
- *Gustavo Gozzi*, Professor of Human Rights and History of International Law at the University of Bologna
- *Adamo Lanna*, upper secondary school teacher, Expert in cooperative learning at the Golinelli Foundation
- *Fabrizio Mastromartino*, PhD at the University of Roma Tre
- *Stefano Merzi*, Educator and Trainer at the Monte Sole Peace School
- *Selenia Marabello*, Professor of Cultural Anthropology and Migration Processes at the University of Bologna
- *Elena Monicelli*, Coordinator of the Monte Sole Peace School
- *Valeria Poggi*, upper secondary school teacher, Expert in cooperative learning at the Golinelli Foundation
- *Bruno Riccio*, Professor of Anthropology of Migration Processes at the University of Bologna
- *Alessandro Romagnoli*, Professor of Economics, Markets and Productive Sectors of the University of Bologna

- *Elisabetta Tola*, Science journalist and communicator, Founder of the Formicablu agency of scientific communication
- *Paul Thangata*, Expert in economics and agricultural development, FAO agronomist and consultant
- *Pietro Floridia*, Director and founder of the Teatro dell'Argine company and "Cantieri Métis" project
- *Vilmer Venturi Degli Esposti*, Educator and Trainer at the Monte Sole Peace School
- *Bernardo Venturi*, Researcher at the Institute for International Affairs, Professor of the Master in Human Rights, Migration and Development at the University of Bologna.
- *Silvia Vida*, Professor of Philosophy of Law at the University of Bologna
- *Stefania Zampetti*, Scientific tutor at the Golinelli Foundation following educational activities in biology, ecologies and anthropology

III. Example of Interdisciplinary Teaching Unit

A) INTERDISCIPLINARY LEARNING GROUP 10	
Name and brief description of the ITU	Walking the Earth. The Earth's value as a source of life for humans and as an engine of displacement.
Context <i>(School, classroom, instructors involved, any resources outside the classroom)</i>	High School of Human Sciences, second class. Earth Sciences, Biology, History and Geography, English, Law and Political Economics. Analysis with external expert: Philosophy
Identification of common themes	Identification of interdisciplinary objectives <i>(In the form of abilities, knowledge, skills)</i>
Flows of the great migrations of the past and the present in relation to environmental factors (climate, water and food) and economic factors (income, assets and needs) in a perspective of sustainable development.	<p>Interdisciplinary objectives</p> <p>KNOWLEDGE: know the essential contents of each discipline, acquiring specific languages.</p> <p>ABILITIES: be able to process the content and methodologies necessary to structure an interview.</p> <p>SKILLS:</p> <ul style="list-style-type: none"> • Become aware of the Earth's value as a source of life for humans and as a natural engine of displacement. <ul style="list-style-type: none"> • Rationalise the migration phenomenon from a historical and geographical point of view deconstructing stereotypes and providing multiple points of view. • Develop the research skills, understanding and critical analysis of information. • Be able to interact, discuss and cooperate. <ul style="list-style-type: none"> • Be able to deal with unexpected situations and problems. • Know how to organise independently and responsibly.

INTERDISCIPLINARY LEARNING

<p>Common Work Tools (Texts, multimedia materials)</p>	<ul style="list-style-type: none"> - Documentary by Wim Wenders and Juliano Ribeiro Salgado, <i>THE SALT OF THE EARTH</i> - Photographic images of Sebastiao Salgado from the report "Walking" and "Genesis"
<p>Methodologies proposed (Lectures, discussions, cooperative lessons, etc.)</p>	<ul style="list-style-type: none"> - Introduction to the subject through discussions with the use of multimedia. <ul style="list-style-type: none"> - Analysis of photographic images. - Search for and discussion of articles and data in Italian and English language sites with BYOD approach. <ul style="list-style-type: none"> - Role playing. - Discussions and brainstorming.

Earth Sciences	Soil resources, desertification, deforestation and agriculture
Biology	Evolution and distribution of man on earth; evolution of language
Law and political economics	Needs, economic goods and services; globalisation
History and geography	Global migration with a focus on migration within the borders of the Mediterranean
English language	THIS IS THE STORY OF MY JOURNEY ON THE EARTH - the narration of migration as a representation between reality and fiction
Philosophy (external expert)	Ethics of responsibility and environmental ethics

DISCIPLINE: EARTH SCIENCES

no	Title	Contents	Time
1	Introduction : the earth as a resource (Part 1)	Watch the documentary by Wim Wenders and Juliano Ribeiro Salgado <i>THE SALT OF THE EARTH.</i> Activities also focused on biology lessons.	2 hours
2	Introduction : the earth as a resource (Part 2)	Cooperative work searching for information work on the website http://www.institutoterra.org/ Collective discussion of the topics covered by the film and further developed during the research: water and soil resources and the recovery of ecosystems	1 hour
3	Experiential workshop	Workshop on soil composition.	1 hour
4	Composition and characteristics of the soil.	Soil formation processes. Features of the natural and agricultural soil.	1 hour
5	Soil as a limited resource.	Protection of soil against pollution and erosion processes.	1 hour
6	Desertification .	Causes and effects of desertification in relation to climate change and deforestation. Further reading provided to the class: <ul style="list-style-type: none"> - ROASTED AMAZON: The ecological footprint of cattle farming in the state of Mato Grosso. - NASA satellite images that immortalise how deforestation has evolved in the Amazon over the past 15 years. 	1 hour
7	What's happening in Italy.	Discussion of the supplemental subjects provided previously. Impoverishment of soils and effects on agricultural production in Italy and in Emilia Romagna.	1 hour

DISCIPLINE: BIOLOGY

no.	Title	Contents	Time
1	Evolution	First part: the essential aspects of biological evolution. Second part: group research work.	2 hours
2	Evolution of man	First part: feet and hands free, how we became Homo sapiens. Second part: group research work.	2 hours
3	Evolution of language	Part one: upright posture and development of anatomical characteristics that led to the production of phonemes. How man became a speaking being; communicating, among peers. Second part: group research work.	2 hours

DISCIPLINE: LAW AND POLITICAL ECONOMICS

no.	Title	Contents	Time
1	The needs of man	Reviewing the meaning and characteristics of needs. Brief reflection on the different types of needs of families in countries around the world.	1 hour
2	Goods and services	Review of the meaning and classification of goods and services. The importance of the various types of goods and services for the satisfaction of the needs of the entire community. Discussion among students about their preferences in the purchases of products.	1 hour
3	Common property	Economics and protection of the environment: proposals of economists. The effects of economic activities on the environment. Discussion of the problems related to protection of the environment and to the limited natural resources available.	1 hour
4	Economic integration	International economic cooperation: international organisations and the European Union.	1 hour
5	Globalisation	The factors that have facilitated globalisation and its effects. Involvement of students in showing their knowledge about where famous and not-so-famous brands are produced.	1 hour
6	Underdevelopment	Characteristics of underdeveloped economies. The causes of underdevelopment. Discussion on unsustainable debt.	1 hour

DISCIPLINE: HISTORY AND GEOGRAPHY

no.	Title	Contents	Time
1	HUMANITY WALKING (1) Migrations of yesterday	The reasons that led to migrations. The great human migration. The great migrations of Indo-Europeans in ancient times.	1 hour
2	HUMANITY WALKING (2) Migration today	Global migration with a focus on current migration within the borders of the Mediterranean. Internal and external migration in "underdeveloped" or "developing" countries. Directions. Points of departure and arrival. The journey Entity of migration flows.	2 hours
3	"MACARONI' AND VU' CUMPRÀ" ... thinking, not forgetting when we were emigrants	Comparative reading of migratory phenomena in the history of Italy: the mass migration that characterised our country until recent years and the current "exodus" from the Southern hemisphere. Similarities and differences between the migratory experiences that have affected Italy in the nineteenth and twentieth centuries and current migration, studying materials of the travelling exhibition "Macaroni 'and vu' cumprà" curated by Emilio Franzina, developed in 2000 in association with the publication of the "History of Italian society" by Ada Lonni, published by Teti. Exhibition fact sheet to be filled in pairs.	2 hours

4	<p>THE MEDIA AND THE REAL FACTS</p> <p>And now ... do we open the doors or raise walls?</p>	<p>Viewing of the documentary film <i>Fuocoammare</i> by Gianfranco Rosi (2016, winner of the Golden Bear in Berlin)</p> <p>Discussion of impressions and emotions aroused by the film. Reflections on the actions of initial reception of refugees.</p> <p>Issues to be explored at home by visiting the websites: OPEN MIGRATION – FORTRESS EUROPE – THE DISPLACED</p>	2 hours
4	<p>POSSIBLE SUSTAINABLE DEVELOPMENT</p> <p>(1)</p> <p>Let's help them rebuild their country</p>	<p>Overview of the link between the development of local and global agricultural trends.</p> <p>Development projects supported by international organisations and universities</p>	2 hours
5	<p>POSSIBLE SUSTAINABLE DEVELOPMENT</p> <p>(2)</p> <p>Anything is possible if we believe and stubbornly fight</p>	<p>The importance of the initiative of individuals in seeking workable solutions that facilitate the recovery of lands subject to desertification and poverty.</p> <p>Reading the book <i>The Man Who Planted Trees</i> by Jean Giono. Viewing of the animated film <i>The Man Who Planted Trees</i></p> <p>Answers to questions on reading comprehension</p>	2 hours

DISCIPLINE: ENGLISH – *This Is the Story of My Journey on the Earth*

no.	Title	Contents	Time
1	Narratives of migrants	<p>- Presentation of the activity. Preparatory work activity: review simple past/past continuous of regular and irregular verbs. Division into 3 groups of 4-6 students. Each group will be given a "group of migrants":</p> <ol style="list-style-type: none"> 1) Young migrants 2) Migrants for reasons of hunger, conflict, survival 3) Italian migrants from the nineteenth and twentieth century in Australia 	2 hours
2	Choose a story	<p>Each group retrieves from the assigned site (see below) the actual story of a migrant contained therein. After having chosen a story, print a copy for all the students in each group:</p> <ol style="list-style-type: none"> 1. http://teacher.scholastic.com/activities/immigration/young_immigrants/ 2. https://www.iom.int/press-room/migrant-stories (IOM) 3. http://www.italianlives.arts.uwa.edu.au/stories (Italian Lives in Australia) 	2 hours
3	Context in Translation	<p>- Group work on a single text. Translation when necessary. Vocabulary about migration - each group searches for specific unknown terms unknown under the guidance of the teacher. Importance of context in translation.</p>	2 hours
4	Becoming a migrant	<p>- Each group decides who is the chosen migrant, who becomes a <i>character</i> based on the biographic text. The other students in the group think about the questions in English that a hypothetical commission can ask to grant or refuse residence permit/citizenship/visa/refugee status according to the requests, and draft an "official form" to be followed during the interview. The <i>character/migrant</i> prepares to be interviewed by studying biographical elements that can both reflect reality derived from the text read and that add certain fictional elements with the aim of obtaining the required authorisation.</p>	2 hours
5	Can I cross the border?	<p>The three representations for granting or not granting authorisation are presented in front of the whole class.</p>	2 hours

DISCIPLINE: PHILOSOPHY (analysis with external expert)

no.	Title	Contents	Time
1	Difficult decisions – The contract	<p>Limited or unlimited resources? Presentations of moral dilemmas as real cases (built on models of Kant or Kohlberg, but in relation to environmental questions)</p> <p>Discussion of individual and collective consequences. How must rules be set to ensure justice and sustainability?</p> <p>Group game: "The social contract. Seeking justice." Students must propose a set of basic social rules, shared by all. To effectively replicate the "veil of ignorance" (Rawls) each student is given a certain fictitious identity that will be revealed only at the end of the game.</p>	2 hours
2	Reasoning together on utility, rules and justice	<p>Readings and examination of the rules of the contract drawn up in the previous lesson. The identities of each are then revealed (e.g., Bangladeshi farmer, a student from Senegal, Texas oilman, etc.) and the possible consequences of implementing the proposed rules are discussed.</p> <p>Final discussion (moderated by the instructor): What can help us to build fair justice? Intuitions, emotions or reasoning? Are justice and freedom compatible?</p>	2 hours

Discipline	First week	Second week	Third week	Fourth week	Fifth week
EARTH SCIENCES	X	X	X	X	
BIOLOGY	X	X	X		
LAW AND POLITICAL ECONOMICS	X	X	X	X	
HISTORY AND GEOGRAPHY					
ENGLISH LANGUAGE	X	X	X	X	X
PHILOSOPHY (EXTERNAL EXPERT)			X	X	

- Monitoring through the observation of problems and the search for possible solutions through dialogue with students.
- Drafting of a diary (produced through different means of communication) by students, with supervision of the work by instructors.

Final product
(Indicate the interdisciplinary product(s) expected at the end of the work, keeping in mind that individual instructors can include tests of their specific subjects. Indicate whether and how this interdisciplinary product is evaluated).

In small groups of students, create short filmed interviews with immigrants and emigrants, and their presentation to the class.

The final product will be developed through the following phases:

- Identification of people to interview (even via Skype) through intercultural associations or the students themselves.
- Draft the interview text.
- Use of the English language with English-speaking respondents.
- Realisation of the video and a PowerPoint presentation to show the class.

B) Scoring Rubric used for the evaluation of the ITU

	Levels/ Dimensions	Excellent 4 Points	Good 3 Points	Fair 2 Points	Poor 1 Point
x 0.5	Originality	The proposal presents a striking originality while respecting the input received. The originality is manifested in the choice to use the knowledge acquired during the course in a non-speculative manner. The choice of topics and interdisciplinary connections must also be original. Following are the choices of teaching methods and work organisation.	The proposal is consistent with the many inputs received and presents original aspects with regard to the choice of topics and interdisciplinary connections, and/or the choice of teaching methods and work organisation.	The proposal includes content and ideas from course instructors with some attempts to introduce unique aspects regarding the choice of subjects and interdisciplinary connections.	The proposal includes content and ideas from course instructors with no original ideas.
x 1	Impact of the content on student training	The content of the proposal is interesting, profound and courageous, organised in such a manner as to significantly reach students.	The content of the proposal is interesting and organised in such a manner as to significantly reach students.	The content of the proposal has some interesting ideas and is sufficiently organised from an educational point of view.	The content of the proposal is somewhat fragile and poorly organised from an educational point of view.
x 1	Interdisciplinary nature	The proposal is structured to include at least four disciplines.	The proposal is structured to include at least three disciplines.	The proposal is structured to include at least two disciplines.	The proposal is not interdisciplinary.
x 1	Structure	All required elements are present. The content is correct and presented with a language appropriate to the context. The level of detail is remarkable and allows anyone reading it to understand the proposal in detail.	All required elements are present, but with some uncertainty. The content is correct and clearly presented with a language that is generally appropriate to the context. The level of detail is good, but some aspects of the proposal are poorly defined.	The required elements are present but with some inconsistencies. The content is generally correct, but presented with a language that is inadequate to the context. The level of detail is fair, but it is not always possible to fully understand the ideas expressed in the proposal.	All the required elements are not present or they are extremely superficial. The content reflects conceptual errors and is presented with inadequate language. The level of detail raises doubts about how the proposal will be developed.

	Levels/ Dimensions	Excellent 4 Points	Good 3 Points	Fair 2 Points	Poor 1 Point
x 1	Consistency of the proposal	The programme is consistent and the structure of the phases is clear and linear. Times are realistically indicated.	The programme is consistent, but the structure of the phases is not entirely clear. The times are adequate for an activity carried out in ideal conditions.	The programme overall is consistent, but expressed in a confused and/or misleading manner. Times are not always realistic.	The programme is unclear both in structure and times.
x 0.5	Reference to seminars	The proposal draws on much of the content and ideas offered in the training seminars.	The proposal draws on a good bit of the content and ideas offered in the training seminars.	The proposal draws on some of the content and ideas offered in the training seminars.	The proposal does not draw on content and ideas offered in the training seminars.

Table for converting the score obtained (out of 30) in the Scoring Rubric:

Score in the Scoring Rubric	Score out of 30
From 20 to 17.5	30
17	28
16.5	27
16	26
15.5	25
15	24
14.5	23
From 14 to 13.5	22
13	21
From 12.5 to 12	20
11.5	19
From 11 to 9	18
From 8.5 to 8	17
From 7.5 to 7	16
From 6.5 to 5.5	15
5	14