

MEDITERRANEAN

Short summary

An educational lab for
dialogue, inclusion,
youth participation and
active citizenship



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M.E.D.I.T.erraNEW

“M.E.D.I.T.erraNEW: Mediation, Emotions, Dialogue, Interculturality, Talents to foster youth social inclusion in the Mare Nostrum”

Project N. 2023-1-IT03-KA220-YOU-000165642

Educating for brotherhood in the Mediterranean

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Authors: Simona Geli e Nadia Xodo

Translation: Dennis NG

Photos: Centro Internazionale Studenti Giorgio La Pira; Azione Famiglie Nuove;
Gen Rosso; United World Foundation for Social Services

Graphic design: Milo Creative Atelier - milo.creativeatelier@gmail.com

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“How the world addresses human mobility will determine public health and social cohesion in the coming decades”

Ibrahim Abubakar,
Professor at University College London

EDUCATING FOR BROTHERHOOD IN THE MEDITERRANEAN

What is M.E.D.I.T.erraNEW?

M.E.D.I.T.erraNEW is an international project dedicated to non-formal education and the strategic role of private social organizations—associations, NGOs, foundations, and interfaith organizations—that work to promote inclusion and active citizenship among young people, particularly those with a migrant background.

In a complex area like the Mediterranean, a crossroads of peoples, cultures, and migration routes, the project aims to be an educational laboratory of peace, coexistence, and exchange, where differences become resources, and young people are true protagonists of change.

Context and Vision

Migration challenges in the Mediterranean require new educational approaches capable of recognizing the value of cultural diversity and promoting fraternity, social cohesion, and interreligious dialogue.

The project is based on a fundamental premise: young people—migrants and natives—are not passive recipients, but **co-creators of relationships, communities, and the future**. Through non-formal education, young people between the ages of 13 and 17 become builders of bridges, not walls.

M.E.D.I.T.erraNEW is based on an educational vision and values shared by the nine partner organizations.

Specifically, the Mediterranean vision draws inspiration from the concrete utopia of Giorgio La Pira, who conceived the city as a space of peace, dialogue, and promotion of human dignity, where every young person could feel an active part of an inclusive and supportive community. It also draws inspiration from the Pedagogy of Communion, born from the Charism of Unity of Chiara Lubich, founder of the Focolare Movement, with over 50 years of educational experience worldwide.

Project Objectives

- Support the social inclusion of young migrants and refugees;
- Offer educational tools to strengthen transversal and intercultural skills;
- Promote dialogue between cultures and religions;
- Enhance existing good educational practices in the Mediterranean basin;
- Strengthen the organizational capacity of local educational institutions.

A toolkit for educators

The core of the project is a practical, multidisciplinary toolkit aimed at educators working in multicultural contexts. The kit:

- It is the result of a joint effort between nine partner organisations in six countries: Italy, France, Spain, Croatia, Lebanon, and Egypt;
- It contains pedagogical modules, training materials, best practices, and tools for educational work;
- It offers concrete resources to strengthen youth empowerment, stimulate leadership, and encourage active participation.



THE MEDITERRANEAN: BORDER AND BRIDGE

The project acknowledges the Mediterranean's dual nature: a space that separates yet unites, a mosaic of differences that also reveals a profound sense of shared belonging.



The sea that divides can also unite, becoming a symbol of brotherhood and coexistence, as UNESCO's founding values recall. Hence the proposal for a "Mediterranean of Brotherhood", inhabited by young people who choose dialogue, solidarity, and peace as viable horizons.



"Every man possesses some spiritual element that serves to integrate the personality of all others. Each is indebted to all, and all are indebted to each. There is, therefore, an intrinsic relationship between each and all (...), just as in a symphony one note is related to all the others. This is the law of integration that generates and presides over human society"

Giorgio La Pira
in "Principi", February 1939

Key skills for building bridges

The project identifies seven key transversal skills for young people:

- Empathy
- Tolerance and acceptance
- Intercultural communication
- Active citizenship
- Welcome and inclusion
- Conflict mediation
- Leadership for peace

These skills are at the heart of the activities proposed in the kit, developed using participatory and creative methods that place young people at the center as agents of transformation.

Empathy

Ability to understand and share the feelings and perspectives of others

Tolerance and acceptance

Ability to accept and value cultural and religious differences

Intercultural communication

Ability to communicate and interact effectively across cultural and language barriers

Active citizenship

Ability to actively participate in community life and promote social justice

Welcome and inclusion

Ability to create a welcoming and inclusive environment for everyone

Conflict mediation

Ability to manage and resolve conflicts peacefully and constructively

Leadership for peace

Ability to promote peace and non-violence

Training for educators and organizations

M.E.D.I.TerraNEW has implemented a two-level training program:

> Pedagogical training

Job shadowing sessions and exchanges between educators to share good educational practices on the field that have already produced positive results for young people.

> Cross-curricular training

Online courses to strengthen organizations' planning and management capabilities, on topics such as:

- Project management and reporting
- Impact assessment
- Communication and advocacy
- Use of digital tools
- Involvement in the European Solidarity Corps

TOWARDS A MEDITERRANEAN OF BROTHERHOOD



M.E.D.I.TerraNEW is a concrete contribution to building a Mediterranean educational ecosystem capable of overcoming barriers and fostering a sustainable and inclusive social environment.

By promoting respect for dignity, cultures, and faiths, the project responds to UNESCO's call for a pluralistic, democratic, and equal society. A small step toward a shared future, where every young person is a precious resource for the common good.

Towards an integral education for social and environmental justice

The M.E.D.I.TerraNEW project's educational kit is based on the paradigm of integral ecology, a holistic pedagogical approach that intertwines the environmental, social, economic, cultural, and spiritual dimensions of human life. In line with the values promoted by UNESCO, the project proposes transformative education that develops critical awareness, ethical responsibility, and active commitment to the common good, with a specific focus on young people in vulnerable situations, especially migrants.



“The model of man for future generations is the man of unity... There are now so many wars, catastrophes, threats. But there is a sign of the times in the air... unity. That is, the world, despite everything... tends toward unity. (...) The person of tomorrow is the man of unity. The man we have so often called the man of the world, a man who manages to carry in his heart the treasures that all others from all continents give, and who manages to give his treasures to all others. The man of tomorrow is the man of unity, he is the man of the world”

Chiara Lubich

in “Conversation with young people” 1997

Integral ecology as a pedagogical framework

Integral ecology is not just a theory, but a true educational model that promotes care for oneself, others, and the planet, from the perspective of social and environmental justice. This approach considers the concept of self as the fruit of interaction with the environment and with others and the planet, recognizing the fundamental role of empathy and the need to overcome prejudice and stereotypes through a culture of inclusion, where diversity is valued as an asset and not a threat.



Peer education and resilience as levers of transformation

The project promotes peer education as an effective strategy for initiating processes of change. After a training program, young people become educators among their peers, using shared languages, fostering mutual trust, and facilitating inclusion. This approach enhances individual and collective resilience, particularly in contexts of vulnerability and migration.

A multilevel educational model: “Myself, My Group, My Community, Our World”

The educational path of the Kit is developed in four interconnected dimensions, each accompanied by teaching tools, participatory dynamics and specific methodologies:

- **Myself:** It promotes personal growth and self-awareness through the Up2Me methodology, which integrates six dimensions of the person (physical, emotional, intellectual, social, spiritual, ethical, family, environmental).
- **My Group:** Develops interpersonal skills, conflict management, and peer mediation with intercultural workshops based on the art of loving methodology, fostering inclusion, cooperation, and youth empowerment.
- **My Community:** Focused on active citizenship through the 6X1 participatory methodology and Service Learning, it enables young people to become agents of change in their communities, through a structured six-phase process.
- **Our World:** Cultivates global awareness and commitment to the Sustainable Development Goals (SDGs), focusing on three key pillars: Planet, People, Peace.



MEDITERRANEAN: TRANSFORMATIVE EDUCATION IN THE MEDITERRANEAN BASIN

Application of the integral ecological model for youth inclusion and dialogue between cultures

The M.E.D.I.TerraNEW project involved nine civil society organizations from six Mediterranean countries (Italy, France, Spain, Croatia, Lebanon, and Egypt), united by their commitment to non-formal intercultural and interreligious education programs aimed at young people aged 13 to 17, particularly those with a migrant background.

A shared pedagogical strategy

Through three international Job Shadowing meetings (Italy, Croatia), the project promoted the exchange and adaptation of good educational practices, creating a multidisciplinary toolkit focused on the integral ecology of the person. Educators from different backgrounds co-designed courses based on five key areas:



Job Shadowing: Exchange, Contamination, Impact

1. Tuscany (Florence and Figline Valdarno):

Focus on artistic expression and intercultural mediation through language.

- *Crescendo – intercultural peer education*
- *Italian in Florence – inclusive language learning*
- *Gen Rosso Art Workshops – art as a bridge between cultures*

2. Rome:

Education for peace and interreligious dialogue.

- *Fare Sistema Oltre l'Accoglienza – social and work inclusion of minors*
- *Living Peace – peace education through the ‘Dice of Peace’*
- *‘One Human Family’ – methodology for interreligious dialogue*

3. Croazia:

Focus on interethnic reconciliation and young people’s relational well-being.

- *Up2Me – education on affectivity and emotion management*

The educational practices shared and analysed highlighted an integral ecological model consisting of four dimensions and five key areas of training, as shown in the following diagram:

Integral ecological dimension	Key area of education	Good educational practice	Proposing partner
Myself	Relational well-being and emotional intelligence	Up2Me	AFN
	Art and talent development	Artistic Workshops	Gen Rosso
My Group	Linguistic skills	Italian in Florence	Centro La Pira
	Intercultural skills	Crescendo	Centro La Pira
		Fare sistema oltre l'accoglienza (FSOA)	AFN
My Community	Active citizenship	6X1	AFN
Our World	Interreligious dialogue	One Human Family	New Humanity
	Conflict mediation, active citizenship and culture of peace	Living Peace	AFN

Replicability and adaptation

During the Job Shadowing sessions, educators and trainers participated in circle time and focus groups to reflect on their application in their own contexts. From this discussion, adaptation and cross-fertilization strategies emerged, divided into three approaches:

- Participatory field experimentation
- Adaptation to the local context
- Contamination between methodologies from different partners

These processes have enhanced the replicability of the pedagogical model in the different cultural, religious, and linguistic contexts of the Mediterranean.



Case studies: examples of concrete educational innovation

1. **Crescendo + 6x1 in Italy:** Integrating citizenship education and social planning methodology.
2. **FSOA + Up2Me in Italy:** Emotional and social inclusion of unaccompanied foreign minors.
3. **Up2Me in Lebanon:** Adaptation of the families tutoring with on line training in Arabic.
4. **Dice of Peace in Morocco:** Playful peace education in an interreligious context with Muslim and Christian minors.
5. **Global citizenship education in Egypt:** Artistic and socially impactful activities with vulnerable adolescents.
6. **Multipolar Dialogue in Lebanon:** New methodology for social and interreligious reconciliation.

TOWARDS A TRANSFORMATIVE AND INTERCULTURAL EDUCATION

The project's generativity

The analysis of case studies and the cross-fertilization that occurred during the Job Shadowing meetings highlighted fertile seeds of educational and social generativity, according to a grid of indicators:

- The valorization of skills, talents, and growth opportunities
- The value of personalization in learning experiences
- The value of resilience
- The value of “desiring” in learning experiences
- The dimension of intersubjectivity

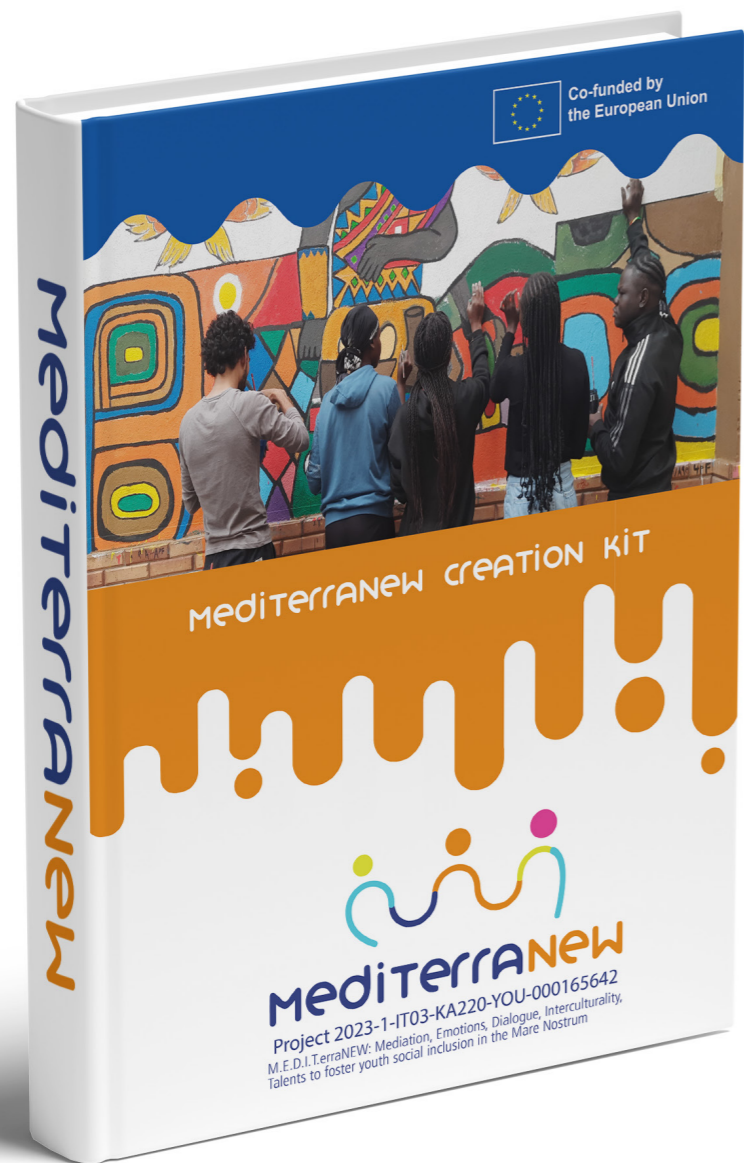
The educational model proposed by M.E.D.I.T.erraNEW therefore highlights the power of social generativity as a paradigm for creating a new, sustainable and inclusive way of coexisting in the Mediterranean basin.

¹A concept originating in sociology and anthropology, understood as the ability to create shared values and spaces capable of giving rise to ideas, relationships and collective responsibility.

CONCLUSION

The M.E.D.I.T.erraNEW project has demonstrated the effectiveness of an educational model based on integral ecology, peer-to-peer learning, intercultural empathy, and active community involvement.

By creating a shared training kit, the project lays the foundation for a systemic transformation of education in a Mediterranean context, with a real impact on inclusion, cohesion, and global citizenship.



FIND OUT MORE ABOUT THE PROJECT

Download the training kit in different languages from our website

Available in:
English, Italian, French,
Spanish, Arabic and Croatian

www.new-humanity.org/project/mediterranean



Access the contents of the training course

Available in Italian

www.new-humanity.org/progetti/percorso-di-formazione-online



CONTACT



CENTRO INTERNAZIONALE STUDENTI GIORGIO LA PIRA

Via dei Pescioni, 3
50123 Florence. Italy
progetti@cislapira.it



NEW HUMANITY INTERNATIONAL

Via Piave, 15
00046 Grottaferrata, (Rome). Italy
info@new-humanity.org



FUNACIÓN IGINIO GIORDANI

C/ Poniente 28,
28290 – Las Rozas, (Madrid). Spain
info@fundaciongiordani.org



HUMANITÉ NOUVELLE LEBANON

Immeuble nr 1, rue 6,
Aïn Aar, Metn. Lebanon
info@hnliban.org



UNITED WORLD FOR SOCIAL SERVICES FOUNDATION

24 Maher pasha street
El wayly. Abbasia Cairo. Egypt
info@uwf-eg.org



**GEN
ROSSO**

Loc. Loppiano
50063 Figline e Incisa
Valdarno, (Florence). Italy
info@genrosso.com



**AZIONE FAMIGLIE NUOVE
AFN**

Via Isonzo, 64
00046 Grottaferrata, (Rome). Italy
info@afnonlus.org



**UDRUGA ZA EKONOMIJU
ZAJEDNIŠTVA**

Ul. Franje Račkog 26,
48260 Križevci, Croatia
peter.fabjan@gmail.com



**FONDS FOCOLARI ACTIONS
SOLIDARITÉ**

41 Rue Boileau
75016 Paris, France
fondsfocolari@focolari.fr



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