



***MINISTRY OF FOREIGN AFFAIRS AND INTERNATIONAL COOPERATION***

***Inter-ministerial Committee for Human Rights***

***Italy's contribution in relation to the Guidance for the  
preparation of the national evaluation reports pursuant to HRC  
resolution 27/12 on the World Programme for Human Rights  
Education***

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## **Italy's contribution in relation to the Guidance for the preparation of the national evaluation reports pursuant to HRC resolution 27/12 on the World Programme for Human Rights Education**

In relation to the Guidance for the preparation of the national evaluation reports pursuant to HRC resolution 27/12 on the World Programme for Human Rights Education, Italian Authorities are in a position to provide the following information, partially submitted by the Italian contribution sent in June 2014 in relation to the request of the Office of the High Commissioner for the Human Rights of the United Nations concerning the Draft Plan of Action for the Third Phase (2015-2019) of the World Programme for Human Rights Education – HRC resolution 24/15 entitled “World Programme for Human Rights Education”.

### **A. Human rights education in higher education**

#### **1. Policies and related implementation measures**

- a. Have relevant legislation, plans of action, curricula, training policies been adopted?

By Law 30th October 2008, No. 169, a new **subject** has been introduced in the curricula of all the Italian primary and secondary school systems to develop issues such as the contents of the Italian Constitution, the European citizenship, human rights, intercultural dialogue, the education to legality, the environmental education all the topics related to the concept of active citizenship.

The development, adoption and implementation of education policies are consistent with institutional guidance developed by Italy's MOD and shared with academic Institutions, in accordance with national educational system. The policy development is participatory, involving teaching personnel and other stakeholders. Key features for human rights educational policymaking in the higher education system include:

- developing policies and legislation for ensuring adopting specific legislation;
- ensuring that all legislation is aligned with the principles of education and monitoring inconsistency in legislation;
- ensuring that policies are based on relevant research in education.

Policies are clear and coherent with commitments. Prepared at different levels of MOD, in cooperation with all stakeholders, and they include principles, definitions and objectives. Establishing policies and practices for the recruitment, appraisal, compensation, discipline and promotion of teaching personnel which respect the human rights principles of equality, non-discrimination, respect, dignity, fairness and transparency. Adopting policies prohibit sexual discrimination and harassment including promotion policies to remove gender bias. developing policies ensure that higher education is made equally accessible to all, on the basis of capacity and avoiding discrimination. Making higher education and training a criterion for certification for high ranking and relevant military officials. Including information on education in the national reports to the relevant national monitoring mechanisms. Cooperating with non-governmental organizations, other sectors of civil society.

Following legislation covered by the “conventions on children's rights”, we prevent the recruitment children under 15 years old.

- b. Have adequate resources been allocated, and coordination mechanisms that ensure coherence, monitoring and accountability been set up?

Developing and adopting relevant policy and implementation measures have been set up, including clearly defined measures, responsibilities which require adequate resources that have been allocated, involving all stakeholders to ensure coherence, monitoring and accountability of policies.

In conformity with the National Operative Programme ‘Competencies for development’ funded by the European Social Fund for 2007-2013 (*Improve knowledge and competencies of young generations*), Action C.3 provides for the elaboration and realization of interventions on topics such as legality, environmental education, intercultural education, human rights, also through informal methodologies (i.e. involving public and private institutions, cultural entities and museums, scientific centres and academia, tribunals and Police Forces headquarters, TV and radio broadcasting, newspapers and magazines editors, etc.). It consists of teaching fundamental principles of citizenship, community rules, functioning of the Public Administrations to young generations to give them the opportunity to assume an active role and give their contribution in decisional patterns.

## 2. Teaching and learning processes and tools

- a. Have human rights been infused as a cross-cutting issue into academic disciplines?

According to the programming lines concerning the above mentioned subject, the essential basic principle of the Italian school system is to propose good behavior models: the educational scope includes the promotion of interpersonal, intercultural, social and civic relationships among students, in order to forge their contribution to the social and professional growth of our society.

Concerning teaching and learning practices and methodologies, the nation adopt a teaching style that is coherent with human rights, i.e. which respects human rights, the dignity and self-esteem of each learner, taking also into account cultural considerations. Adopted learner-centred methods and approaches empower students and encourage their interactive participation and critical reflection. Experiential learning methodologies are employed to enable learners to understand and apply concepts and improve skills and competencies to be coherent to social (values, attitudes, behaviours) and learning outcomes. The nation has established a quality-assurance system for higher education and multidisciplinary programs include the study, research and engagement with human rights from different disciplinary perspectives, such as security studies, sociology, international and domestic law, etc. Interdisciplinary programs would entail the crossing of boundaries between disciplines and the pooling of approaches and methodologies to study, research and engage with new integrated perspectives. E-learning and distance learning programs encourage scholarships as a means to promote education and training. Numerous national institutions and organizations are regularly invited to work closely with the Centre, including:

- National military college and university networks;
- Legislative bodies, parliamentary committees and advisory groups;
- Education research institutes;
- Non-governmental organizations and other stakeholders (media, religious institutions and local community institutions).

In particular, processes and tools include:

- adopting a holistic approach to teaching and learning, by integrating program objectives and content, resources, methodologies, assessment and evaluation; by looking beyond the higher-education institution to society and by building partnerships between different members of the academic community and beyond.
- following strategies for programs and courses, that view human rights as a cross-cutting issue of all disciplines - not only law, but also international and social studies. Introductory courses on human

rights are not manned at this level nevertheless, human rights become relevant for each course of study, specifically in International & Humanitarian Law disciplines and contribute to make attenders reach a specialized qualification as LEGAD in IHL and LOAC.

Italian Army includes human right into the teaching of “Law of armed conflict” course. That kind of subject is taught during some courses for Officers from Military Academy and for Reserve Officers.

- b. Have specific human rights courses and programmes been introduced?

In particular the education based on the recognition of rights and duties from children and adolescents attending the school is at the core of the education to legality programmes. The respect of legality and the accomplishment of rights and duties make children and adolescents responsible for their future and must be granted in the school programmes as basic education principle (as established in Rules alleged to the Ministerial Decree 22 August 2007, No. 139).

Within this programming framework the 2010-2011 initiative titled ‘LE(g)ALI al Sud: un progetto per la legalità in ogni scuola’ has been promoted by the Ministry of Education and the Foundation Giovanni e Francesca Falcone, and was launched on the occasion of the introduction of the Project “Educational path for legality” on May 23th 2010. Since this event a competition is open each year to involve students from primary and secondary schools in reaffirming the relevance of fundamental rights, the respect of the law, the value of rules, the importance of justice, the significance of citizenship and the implementation of the Italian Constitution.

- c. Are participatory methodologies used in human rights education?

Academic programs are develop in a multidisciplinary and interdisciplinary approach. Teachers use role-plays and exercises as participatory methodologies.

- d. Have relevant materials and textbooks been developed or revised?

Concerning teaching and learning materials, textbooks and manuals are reviewed and revised by teaching personnel to support the development of education and to encourage active participation in teaching and learning processes. Education materials stem from human rights principles as embedded in the relevant cultural contexts, as well as historical and social developments. Italian Army uses STANAG 2013 “Training in the Law of armed conflict”.

- e. Have relevant support and resources been established?

In the limit imposed by total budget allocated to improve education, we encourages in conjunction with relevant institutions such as the Italian Red Cross, the collection, sharing, translation and adaptation of human rights education materials in addition to human rights education materials issued by United Nations, as well as research documents.

### 3. Research

- a. Have innovative methodologies and tools for human rights education been developed, based on assessment of existing practices?

The role of higher education in developing new knowledge and advancing critical reflection is fundamental. Education policies and practice encourage strategies encouraging and investing in research to develop innovative and effective methodologies.

- b. Have lesson-learning and evaluation exercises been undertaken?

Tools for education are also based on the analysis and assessment of existing practices, lesson-learning and evaluation exercises.

- c. Have good practices and comparative studies been disseminated and supported?

Research results are widely disseminated. A special effort has been taken during last seminar on regional conflict held on Feb. 15., encouraging and investing in research on ways of translating instruments into concrete forms as a general research agenda.

- d. Have exchanges, scholarships and fellowships been organized?

Links, partnerships and networks to facilitate collaboration and information exchanges between researchers of different higher education institutions and other civil society organizations have been established, encouraging scholarships and fellowships as a means to promote research.

#### 4. Learning environment

- a. Have explicit and shared policy statements protecting the human rights of all higher education actors been endorsed?

In our context of higher education, members of the academic community, individually or collectively, are free to pursue, develop and transmit knowledge and ideas, through research, teaching, study, discussion, documentation, production, creation or writing. Academic freedom includes the liberty of individuals to freely express opinions about the institution or system in which they work.

- b. Do teaching personnel have a mandate to pursue human rights education?

Educational objectives, practices and the organization of higher education institutions are consistent with human rights principles. Introducing human rights education in higher education institutions implies that each member of the community strive to ensure that human rights are lived and practised. Teaching personnel, do not have an explicit mandate from the leadership concerning human rights education, but have opportunities for developing and implementing innovative good practices in human rights education.

- c. Can students express their views freely, participate in academic life and do they have extensive opportunities for interacting with the wider community?

With these policies made into practice, students enjoy freedom of expression and participation in decision-making, organizing their own activities and representing, mediating and advocating their interests, also through the special events such as conferences. Furthermore, the nation bears up an improving interaction amongst European academies meetings.

#### 5. Education and professional development of higher education teaching personnel

- a. Have pre-service and in-service human rights training been developed, including both human rights content and appropriate learner-centered and participatory education methodologies?

Teaching personnel have a major responsibility to transmit human rights values, skills, attitudes, motivation and practices, both in the performance of their professional responsibilities and in their function as role-models. To this end, teaching is developed mainly by lecturers and military and civilian experts, two thirds of whom come from the most important Italian universities and from major industrial and entrepreneurial centres both in Italy and abroad. The recognition of their professional status is essential and evaluation report are periodically issued by courses attenders and by Institute Dean staff. Strategies to address and evaluate teaching personnel do not include developing pre-service and in-service training curricula on human rights education but evaluation of training activities including self-evaluation and perceptions of trainees on the relevance, utility and impact of training activities might take into account their knowledge and their teaching methodologies and styles to be consistent and coherent with democratic and human rights principles. Rights and responsibilities of teaching personnel and students, are addressed. Networking and cooperation among different education and training providers are developed in conjunction with the promotion and participation in international education and training activities and exchanges.

- b. Have relevant training material and resources been developed?

Information on existing international documents, including the Universal Declaration of human rights and other relevant international conventions are released or made available as online materials and resources, through the Institute learning platform. In fact, training methodologies are developed in respect of the adult learner needs, with learner-centered approaches, addressing motivation, self-esteem and emotional development leading to awareness-raising on values and behavior. In particular, appropriate methods for education and training include using participatory, interactive, cooperative and experience and practice-based methods, taking also into account cultural considerations.

As it concerns the **training of teachers**, two recent programmes have been implemented to this scope.

Since 2011 the Action titled ‘School languages and multi-language and multicultural curricula’, involving primary schools’ teachers to promote the exchange of experiences among Italian and foreign pupils. 100 classrooms took part to this project, with a financial support of € 60.000,00 from the Ministry of Education. The Action addressed to school officials, titled “Manage the school within a multicultural context”, started in 2007, has been progressively improved: 1.400 officials were involved in 7 workshops, funded with € 400.000,00.

## **B. Human rights training for civil servants, law enforcement officials and the military**

### 6. Training policies and other related policies

In Italy there are five **police forces** having national competence, namely **the *Polizia di Stato* (National Police)**, **the *Arma dei Carabinieri* (Carabinieri Corps)**, **the *Guardia di Finanza* (Guardia di Finanza Corps – the tax and financial police)**, **the *Polizia Penitenziaria* (Prison Police)** and **the *Corpo Forestale dello Stato* (National Corps of Forest Rangers)**. Each of them comes under the direction of a ministry, or government department, i.e. Interior, Defence, Economics and Finance, Justice, and Agriculture and Forestry respectively. Three are civilian (the National Police, the Prison Police and the National Corps of Forest Rangers); the other two are military.

- a. Has human rights training been institutionalized in pre-service and in-service training, and is it delivered by specialized staff?

Human Rights Protection issues are part of basic and follow-up training of Corps’ personnel, by appropriately formed staff. In particular human rights training has been institutionalized: in the air training centre of Air Operational Command; since 2009 in pre-service and in service training for Italian Army and Carabinieri and it is provided by specialized personnel and teachers from civil society, and are compulsory for pre-deployment and service abroad. This training is delivered by specialized civil and military staff.

- b. Is it mandatory for professional qualification and promotion?

Human rights training is always encouraged and has a mandatory criterion for professional qualification/promotion, as before missions in sensitive areas of operations.

Common training in the use of this system is delivered at entry level. Refresher and in-service training is provided by the Interior Ministry Department of Public Security through teacher training courses conducted at central level (*focal point*), whose participants will then cascade the training received down to other staff at local level. Police recruitment and selection in Italy is structured around a three-tier, rank-based system of access (junior, middle-ranking and senior police officers of the five police forces). At each tier, entrants undergo initial training. Specialist training and professional qualification courses are also provided for work and career purposes.

As for the Guardia di Finanza Corps human rights training, although not mandatory for career purposes, is necessary for it is highly recommended for certain specific staff qualification, such as those seconded internationally as *Abroad Operations Specialists*.

- c. Is specialized human rights training available for officials dealing with specific groups in vulnerable situations?

Each of the five national police forces arranges training for its own staff autonomously, in separate law enforcement academies or training centres located in Rome or elsewhere in Italy. Joint interagency training is also provided to police officers entrusted with personal security and protection duties.

The policies to recruit and train officials are appropriately suited for dealing with vulnerable groups (children, women, minorities, indigenous peoples etc.), as well as gender perspectives.

Admission requirements are the same for all forces, as are the content and duration of the training courses. Additionally, the *Scuola di Perfezionamento per le Forze di polizia* (Interagency Law Enforcement College of Advanced Studies) organizes interagency training courses of varying duration for senior officers from the five police forces. They focus on the interagency law enforcement crime database, crime analysis, coordination between police forces, counternarcotics efforts, crime victims, and witness protection. With specific reference to the Guardia di Finanza Corps teachings concerning Human Rights protection are afforded to all Corps' personnel participating to training courses at various levels and are, therefore, an asset for all staff regardless of rank.

- d. Have policies and regulations concerning the profession been reviewed to make sure that they are not inconsistent with human rights standards?

Training policies are reviewed to make sure that they include also human rights training, as well as refresh courses. Particularly, in 2013 Carabinieri adopted a new publication on "Human Rights protection on duty"; the next was written in cooperation with specialized personnel of the St. Anna Institute. Furthermore, at the same time, a learning manual was issued for all Carabinieri Schools.

## 7. Training processes and tools

- a. Is training content relevant to the audience, and does it reflect its role and responsibilities, institutional and organizational culture and specific applicable standards?

The use of certain methodological principles, as shown by adult learning studies and experience, including: Audience specificity (Training is directly targeted and appropriately addressed to the particular audience), and standards to design an evaluation strategy, and in particular how the achievement of the learning objectives will be measured and to assess other activities that should be implemented. Specifically, Carabinieri has the entire Human rights training oriented on traditional Carabinieri values of respect versus every person; while within the Guardia di Finanza Corps specific skills are acquired depending upon execution of institutional tasks assigned to Corps' personnel.

- b. Are learned-centered, participatory and sensitizing training methodologies used, and does training build on peer learning and professional self-esteem?

Learners, be they police, diplomats, military, development professionals etc. are invited to evaluate training according to their specific needs and to envisaged specific learning objectives. Training content are therefore designed around the functions of the learner, ensuring active involvement, including brainstorming, role playing, group work, case studies, panel discussions and field trips. Peer learning approach (as opposed to a professor-student training model) is envisaged for example, the police and the military are trained by respective and selected experts, accessing to the distinctive professional culture that surrounds each audience. During Human Rights courses are planned many practice exercises on case studies and after the discussion in class about the different solutions.

As far as **National Police** several training programmes have been implemented focused on investigation techniques about child abuse, domestic violence, stalking and gender violence, discriminatory acts. Some specific projects were promoted by the Central Operative Service of National Police in cooperation with academia (University of Naples, Sapienza University of Rome) and NGOs (Association Differenza Donna): 'S.A.R.A. - Spousal Assault Risk Assessment' aiming at preventively identifying risk factors of violence

within the family; ‘S.I.L. Vi.A. – Stalking Risk Assessment (or Victims and Authors)’; ‘A.n Cri. (Attention for Victims of Crime)’ to collect good practices of Police Forces; ‘Mu. TA. Vi. – Multimedia Tools Against Violence’, to elaborate training programmes addressed to police forces acting in emergency support to victims of domestic violence.

Basic training for **Carabinieri Corps** at all levels (about 2.600 trainees) include the human rights topic according to a multidisciplinary approach, covering also cases of violation in the exercise of public functions.

In terms of advanced training, several actions have been carried out:

2011: *Prevention and Investigation of Sexual and Gender Related Violence Course*’ (CoESPU)

2011: *Training and awareness on counter-trafficking for peacekeepers* (OIM-TACTIK project, financed by the US Department of States and in partnership with IOM – CoESPU);

2012: Workshops on prevention and contrast of gender and sexual violence;

2013: *Protection of Civilians*, including *Sexual Gender Based Violence* (CoESPU);

2013: *Formed Police Units Commander/Senior Staff Course*, including International humanitarian law (CoESPU);

2013: *Police, Civil and Military Relations Course* including international humanitarian law and child protection (CoESPU);

2014: specific training on gender violence, territorial workshops on stalking;

2014: ‘*Train the Trainer workshops: Anti-discrimination & diversity and the other fundamental rights topics in police training*’, co-organized by the European Fundamental Rights Agency (FRA) and European Police Academy (CEPOL);

2014: Training course to support the implementation of policies for the prevention and the contrast of discrimination of LGBT, in collaboration with the *RE.A.DY Network* of the Municipality of Turin;

2014 onwards: *Gender Protection in Peace Support Operations* based on UNSC Resolution 1325 (CoESPU).

The training of the **Guardia di Finanza Corps** provides for several professional courses devoted not only to the exploration of human rights issues: great attention is given also to the matter regarding the international humanitarian law, as one of the basic subjects for public officials to obtain the operative military qualification. Indoctrination in this specific field aims at creating a general knowledge through frontal teaching.

c. Do training materials and textbooks promote human rights principles?

As regards the **trainers**, National Police Forces drawn up the above-mentioned manual for trainers in the framework of a European Project. It is entitled “Policing in the multicultural society”. In dealing with the diversity existing in the current Italian society in which national police forces have to carry out their tasks, the manual takes into account also the religious dimension, as well as the so called “racial and ethnic dimension”, since they are strictly connected. The fact that three specific forms of discrimination have been identified doesn’t exclude the existence of other forms, such as discrimination based on sexual orientations, gender and disability, which are often mentioned in the manual and are consistent with the “horizontal approach” to discrimination adopted by the European Commission to fight against all forms of discrimination. The manual is inspired to the strategy of mainstreaming, according to which the fight against racism and discrimination has to be integrated into the whole police activity. This manual is targeted to all law enforcement officers who are responsible for offices and services of the Italian National Police and have been instructed to train police operators working in a social context characterized by cultural and ethnic diversity and who have to carry out refresher courses for the staff.

For this reason, the manual contains some “proposals concerning training activity” which are presented as exercises for the reader, but can be used also for the teaching activity. Some explanatory schedules concerning religions as well as a useful glossary are annexed. The six chapters of the manual concerning the analysis of the laws in force in Italy and aiming at making police operators more aware about the topics of discrimination, stereotypes and communication, contain also references to real cases and operational practices.

Well-designed exercises sensitize trainees to their own potential for both contributing to behaviour that violates human rights (strengthening trainee awareness of gender issues or racial bias in their own attitudes or behaviour) and promoting and defending human rights. With regard to training tools, training materials are developed to reflect the above-mentioned methodology. Therefore, existing textbooks and manuals are reviewed and revised to ensure that they are updated and are audience specific. For example as far as the Guardia di Finanza Corps texts used during the formation process are aligned with the Human rights protection principles.

The issue of human rights is further explored as part of the subject matter “**Constitutional Law**”. The theme of the human rights is discussed in its various aspects as they are expressed in the universal declaration and in the several conventions on the same subject, like the European Convention for the Prevention of Torture and Inhuman and Degrading Treatment or Punishment or the United Nations Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families. At a regional level, close examination is devoted to the Convention on Human Rights and Fundamental Freedoms and to the compulsory character of its provisions which are in force within all the signatory countries and safeguarded by the European Court of Human Rights. Classes also focus on the analysis of the various European treaties, from the Charter of Fundamental Rights of the European Union signed in Nice, to the Treaty of Lisbon. The theme of Human Rights arises also when dealing with the argument regarding the issue of the victims of crime. Lessons focus, among other topics, on the various aspects of intercultural communication and of interaction with the public, which is material for study within a subject matter whose title is “Communication Techniques”. In particular, the National Police has developed the issue regarding the interaction with people, in the framework of an European project, creating a handbook for trainers whose title is “Policing in the multicultural society” (“*Il servizio di polizia nella società multiculturale*”) by Marina Pirazzi, Claudia Di Persio, Patrick Johnson, Cristian Poletti, Demir Mustafa and Tso Chung-kuen. The manual is available in the English version and can be consulted on CEPOL *e-library* website.

#### 8. Learning and working environment

- a. Have policy statements, such as codes of conduct and professional ethics, been adopted to promote the profession’s contribution to human rights?

Military codes of conduct and professional ethics for staff and officials or, codes of practice for employees descend from national and international laws and regulations and are put into practice in all areas of work and incorporate both rights and responsibilities. For example the Guardia di Finanza personnel’s community interaction pivots upon observance of Fundamental Rights of Human Beings principles.

- b. Have good practices been promoted, recognized and rewarded?

Training provision for personnel to be employed **in border policing** is determined at a central level. The curriculum is developed by the National Police *Direzione Centrale per gli Istituti d’Istruzione* (Central Directorate for Training Establishments) and the Central Directorate for Immigration and Border Policing.

Particularly worth mentioning is the course in border policing for **middle-ranking police officers**. The course is organized into various modules, delivered in conjunction with different police academies being partners in the project. Each module involves, at different levels of thoroughness, issues relating to the protection of human rights, also from a historical and evolutionary perspective. Specific repercussions for border police officers are explored. The FRONTEX Training Unit generally organizes the courses by the cooperation of the Police Academies that have special agreements with FRONTEX.

Candidates who wish to become **senior police officers** (to reach this level they must already hold a degree) shall follow a 2 years training course which will give them the Master degree certificate on public security. The subjects covered in all the above mentioned specialized training programs are: human rights, international conventions, police ethics, professional ethics. In fact the training courses provide also an analysis of the several police officers’ behaviours both from the disciplinary and criminal point of view. The matter of human rights is included also in the special courses programs organized to train National Police staff employed in the Foreign People Affairs Departments of the Provincial Police Headquarters as well as personnel employed in the services for the repatriation of immigrants illegally arrived in Italy.

Among the good practices adopted, international anniversaries, historical events and religious feasts or celebrations are recognized and celebrated (for instance, to combat racism, discrimination, gender violence, etc.). Moreover, the Ministry of Equal opportunities of the Presidency of the Council of Ministers and the Carabinieri General Headquarters undersigned an agreement which sets the Section on “Persecutive Actions” (within RaCIS – Carabinieri Scientific Investigation Department) is to develop studies and researches on “stalking” and acquire prevention and contrast strategies to fight the phenomenon.

In 2008 the Guardia di Finanza Corps, along with the State Police, started a EC financed project named “A.Vi.Cri.” (*Attention for Victims of Crimes*), that has been disclosed at the “La Sapienza” University of Rome (I). within the framework of said project, 6 centralised courses open to all National police forces personnel and one Psychology Offices courses have been offered at the Police Forces High Teachings Institute, in order to provide participants the necessary tools in order to be able to show increased awareness in handling criminal victims and gathering witness statements. The 32 Corps’ officer that received this training has been employed in giving training at local seminars between 2009 and 2012.

Along the lines of the “A.Vi.Cri.” project, a new project was started named “**Mu.T.A.Vi.**” (*Multimedia Tools Against Violence*). The latter initiative, again disclosed at “La Sapienza” University of Rome, brought about **the creation of specific e-learning training modules aimed at enhancing the operational capacity of Police personnel coming into contact with victims of violence.** The Guardia di Finanza Corps have been entrusted with the task of developing a module regarding **loan sharking and black mail victims.**

c. Has interaction and collaboration with the wider community been enhanced?

The human rights topic is also included in the curricula of the several courses, organized in the framework of the **bilateral cooperation with Third Countries** (with the Libyan, Nigerian, Moroccan and Tunisian police, just to mention only some), which cover the subject of fighting against illegal migration. I’d like to point out, in addition, that since many years the *Guardia di Finanza* and *Carabinieri* Corps organize training courses to prepare not only their own staff, but also foreign police forces staff, for peacekeeping missions (within the NATO and ONU cooperation programs).

The ***Guardia di Finanza Institute for Specialization and Training***, located in Orvieto, plays the unique and exclusive role of “Abroad Operations Center”. It is the Focal Point of reference for the foreign missions of the Corps and carries out all the engagements at international level (currently in Kabul and Herat in Afghanistan, within I.S.A.F. and E.U.P.O.L. in order to create the Afghanistan Border Police; in Kosovo, within U.N.M.I.C. and E.U.L.E.X.; in the Gaza strip, within EUBAM RAFAH). It provides support to the General Headquarter, also as regards the planning activities. The Institute has also developed a well structured humanitarian aid program and provides food collection and transportation as well as its delivering to the affected populations directly by the *Guardia di Finanza* local team. Moreover, the Institute is the site where a close working relationship has developed with the N.A.T.O. headquarters, as well as with the Ministry for Foreign Affairs, with the purpose of providing training for the law enforcement staff assigned to the customs and border protection. The great value of the training activities, provided for the police forces to be employed in peace-keeping missions, has been recognized at high level: with Ministerial Decree 17 March 2010 No.364, the institute has been included among the most important organizations and Bodies at international level which promote and carry out Italian cooperation programs, at national diplomatic level.

As for the ***Carabinieri Corps***, similar activities are carried out by the above mentioned **Centre of Excellence for the Stability Police Units (CoESPU)** located in Vicenza.

The Centre collaborates in the project “G-8 Action Plan: Expanding Global Capability in Peace Support Operations” adopted in the G-8 summit at Sea Island in 2004. The project aimed at increasing the global capacity for sustaining peace support operations with an emphasis on African countries, and had the ambitious objective of providing training for about 75.000 international “peacekeepers”. Training curricula include human rights issues and focus on relevant real cases and also on the case law of the European Court of Human Rights. The aforementioned topics are discussed also at the *Scuola Ufficiali dei Carabinieri* (the School for Officers belonging to the *Carabinieri* Corps). Particularly significant was the experiment carried out within the European project “Twinning” whose training efforts had targeted the Turkish gendarmerie officers and in the framework of which also a handbook on the human rights topic was produced. Teachers entrusted with the task of delivering training on the above mentioned subjects are people of great experience and qualification; they have been selected also in collaboration with the *Scuola Superiore S. Anna di Pisa*

(Saint Ann School for Advanced Studies in Pisa). The Centre of Excellence for Stability Police Units (CoESPU) recently hosted the CEPOL course No. 52/2011 “Senior Police Officers Planning and Command Course for Crisis Management”, whose curriculum contains sessions dealing with the human rights topic.

With reference to the *Common Curricula* developed by CEPOL, the two ones relating to these topics are the *Common Curriculum* on trafficking in human beings and the *Common Curriculum* on ethics and corruption. CEPOL is very committed in dealing with the topics of human rights, which represent a constant point of reference for a number of courses, such as the course on environmental crimes and the one on the Protection for the Victims of Crimes. Recently, some courses on human rights have been organized in cooperation with the European Agency on Human Rights (FRA).

The interaction between law enforcement officials, local government and military and the wider community is also encouraged, including the formal adoption of plans of action or MOUs. In 2014, Carabinieri and Italian State Police promoted a collaboration with “Rete RE.A.DY” (Rete Nazionale delle Pubbliche Amministrazioni Anti Discriminazioni per orientamento sessuale e identità di genere) to develop a train the trainer course for officials dealing with LGBT vulnerable group.

### **C. Overall human rights education national efforts**

9. Has a National Plan for Human Rights Education or a similar strategic document been developed? Please provide details.

Each year, educational Directives and training plan of actions follow MOD Departments and Offices national policy. The educational programs, curricula and exercises are updated according to the results reached following the evaluation report in use that highlight successful practices, and provide an incentive to continue and/or expand them and to develop new ones. Main responsibility for the implementation of the plan of action rests with the MOD responsible for the law enforcement officials and the military working in cooperation with other relevant departments of the government (the ministry of public administration, ministry of interior, ministry of justice etc.).

10. How have you disseminated information on the World Programme for Human Rights Education in your country? Please provide details.

Courses agendas and recruitment procedures are disseminated through call of bids or by public information issued through MOD web pages.

11. Please indicate the main challenges to advancing human rights education in your country, both in the areas covered by the plan of action for the second phase and beyond, and opportunities for overcoming them.

The challenges to advance education implementation depends on the establishment of realistic goals and means for action in accordance with the country’s context, priorities and capacity, and based on previous national efforts. Such processes are carried out with the involvement of all relevant national actors and with coordination. It is essential that all actors collaborate closely in order to maximize resources, avoid duplication and ensure coherence for the implementation of this plan of action. Given the number of the target areas and the diversity of actors involved in human rights education in higher education and of human rights training for civil servants, law enforcement officials and the military, the results of each study conducted by the most relevant actor/s should be merged by the governmental coordinating department, to improve the awareness of current situation for each of the areas concerned, aimed at preparing a national baseline study to highlight initiatives already undertaken and their shortcomings and obstacles. National policies and legislation are in place, good practices, resources and tools are accessible at local, regional and national levels. Italian historical and cultural context has a positive influence on human rights education and training. Rationalization of roles and functions in those areas and on Actors involved (governmental institutions, national human rights institutions, research institutes, non-governmental organizations and other civil society actors) has become a priority due to budget shrinkage, so complementary efforts (university programs) encourage the building of alliances and synergies among different actors.

12. Please provide any relevant supplementary documentation you wish to share, including already-existing information reported to the United Nations human rights bodies and mechanisms or to other intergovernmental organizations, can be annexed to the report.

In relation to priorities, objectives set up and activities conducted in this field during this period (2010-2014), a new set of actions must be established to define the goals for implementation in each of the target areas. This will help to define the allocation of available resources (human, financial, time), the activities (tasks, responsibilities, time frame and milestones) and the mechanisms for coordination of the national implementation strategy to renew concrete products, such as legislation, codes of conduct, educational materials (new or revised manuals), training programs, implementing and monitoring progresses with regard to the national implementation strategy.

13. Any other comments not provided elsewhere.

The adoption of self-evaluation and independent evaluation methods to review implementation, and as a means to improve and strengthen activities is of paramount importance as well as a policy that ensure dissemination of results achieved and recommendations for future actions based on lessons learned.

14. Information on the institution/department responsible for preparing this report, including contact details.

The main responsibility for implementation rests with the national MOD. This report has been issued for almost all the questions by Italian Joint Services Staff college - IHL & Military Operations department, Air Force and Carabinieri and the Guardia di Finanza Corps.