



Manifesto for Inclusive Learning Intellectual Output 1 Advocacy Tool Kit

Collection of successful practices of inclusion of migrants through education and training

Description of existing practices (carried out by the partner or within in its network)

The objective of the following grid is to describe existing practices on migrants' and asylum seekers/refugees' integration in hosting societies through education and training. Each partner should select from 3 to 5 practices that he/she deems coherent and consistent with the principles of the Manifesto for Inclusive Learning (please see below). The practices will be presented at the training in Berlin and they should provide evidences/demonstrate the value of applying an education and training-based strategy in inclusive policies and practices for a welcoming Europe.

The data collection can take place through interviews or asking the interviewee to fill out the form on his/her own. There must be a contact with the practice provider (download from the Internet is not enough!)

PART I CONTACT DATA	
Name of the organization implementing the action	LACANET network Open Lab of Active Citizenship
Website/Social Network	Lacanet.org
Name of Contact Person and Role within the project/teaching programme	Prof. Andreas Formiconi, Professor of University of Firenze as well as an active citizen Laura Passarelli (Federica Weblearnig)
E-mail	laurapass5991@gmail.com
Phone (not mandatory)	
Address (Town and Country)	Public School Poggio Alla Croce, Firenze (the school is open every Tuesday afternoon for 2 hours on a totally voluntary basis)
Are you part of any national, European or International thematic network	It is a bottom up, continuously self feeding network: it is composed by UNIFI, Parish of Fiesole, Municipality of Figline, Greve, 9 Associations among which Progetto Accoglienza; COSPE, Anelli Mancanti Firenze e Valdarno, Mosque of Figline, Pubblica Assistenza San Polo, Sociolab (and its own network), Basta Morti nel Mediterraneo (stop death in the Mediterranean Sea) Community of Le Piagge (neighbourhood of Firenze). More than that individual, private citizens can apply and now are registered more than 300 people (on a personale or collettive basis)
PART III INFO ON THE INCLUSIVE EDUCATION & TRAINING PRACTICE	
Number of teachers/educators/trainers/volunteers or other operators involved	15/20 people, mainly women and retired people on a age range from 29 to 70 years old
Does it involve: Refugees Migrants in general	Asylum seekers (very few of them get the refugee status recognized) Local Communities and citizens

Operators and educators working with migrants/refugees Local Communities Other (please specify)	Network of Associations Don Martin Bacole from Congo represents the Catholic Church
Characteristics of participants (nationality, age, any other interesting characteristic)	Asylum seekers are mainly male and young, coming from Senegal, Mali, Ghana, Guinea Conakry, Pakistan, Eritrea, Bangladesh, Sri Lanka. There are also some of Kurdish ethnic group.
Average number of learners	15 people, in an open classroom based on the example of Don Milani School. Volunteers teach “what is needed” everyday, based on experience, in collaboration with the School of Italian organized at the Refugee Centre.
Sex disaggregation of participants (if available)	All male, with the exception of Charlotte, the priest’s niece
Concise description of the learning experience ()	The “little school” has mainly two purposes: one is teaching asylum seekers Italian and local culture in an open and participatory way, while the second is to inform, sensitize and where possible activate the local population regarding the phenomenon of human mobility. It is an experience of mutual help and learning, that is based on local initiative and solidarity. It tells a “different story”, compared to the mainstreaming one. It can be seen as alternative action and storytelling at the same time.
Have you established a satisfactory collaboration with the public service network, including schools, vocational centres and Universities?	The network works very well and strong relationships are in place with the Municipality of Figline and the University of Firenze in particular, but also see the whole network.
Have you established a satisfactory collaboration with other civil society activists?	With the Parish, Valdese Church (Daniele Massa) AMPAS
Have you established a satisfactory collaboration with migrant communities representatives, if any?	There are not associations as such at this stage in Italy but they have individual contacts of active migrants like Kissima Dante and Asahi that promotes contacts between Italian citizens and asylum seekers.
Have you created a link/value chain with local social and educational services?	There is a collaboration with CPIA (Adult public School) of Pontassieve and Bagno a Ripoli
On line platform or app for e-mobile learning, if available	The virtual dimension is very well developed and they got free licence of USHAIDI, which is a software tested and created in Kenya that facilitates crowdmapping of experiences as knots of the network
Strengths of the approach	Personalized approach tailored upon the learner’s need Spontaneity Local-based and self-feeding
Weaknesses of the approach	It is a very tiny happening in a sea of hatred and misconception of the phenomenon. In the actual political situation in Italy things change very rapidly and official resources for education and inclusion of migrants are scarce.

Indicators of success	Number of citizens involved as volunteer teachers Number of learners Number of subscribers to the network Number of advocacy activities organized
Story telling (anecdotes) worth to be reported	It all started from the arrival of asylum seekers in the local (very small) community: local dwellers were frightened and wanted to send them back. Instead a small group of people organized a village meeting and tried to give information and ideas on how to face the new happening. People were afraid not of these young migrants, but of an untold story made of stereotypes and lies. Instead of sending the migrants away, they organized a small school to teach Italian and get to know each other. This led to a project, financed by Region Tuscany, of story telling. Please see the video https://youtu.be/iP_xSm8hsWU
Project Homepage/Social Network if any	Lacanet.org with crowdmapping and all information
Training kits or tools available online	Not yet, but a MOOC is under realization
How is the activity financed (public, private funds, project based)	Self financed, with a small contribution of the Municipality. The Church offers premises During 2018 they had 32500 Euro from the Region of Tuscany for the advocacy and the video making
Pictures	See on the website

Principle	How is it it met?
1. Centrality of education and training, be it formal and non-formal, understood as a relationship that transforms and connects those who teach and those who learn, in every place and time of life.	Teaching Italian as a second language becomes the arena for meeting and getting to know each other on a daily basis, in real life.
2. Hosting, understood as the recognition of the common humanity of the other person and his/her needs and aspirations, without discrimination	It tells the story of a rural community that was afraid but becomes open and welcoming thanks to the spreading of the correct information.
3. Solidarity, intended as an enhancement of sharing, reciprocity and mutual self-help	All experience is born on grass root solidarity, which is the main ingredient for sustainability
4. Protection of the weakest, understood as the ability to look at the world always from the point of view of the most fragile, offer them protection first and paths of autonomy than.	

5. Confidence in a shared future, intended as the conscious choice to include migrant people, starting from young people and women, first or second generation, in the design of an inclusive society, as the result of the meeting and the <i>metisage</i> between different stories, cultures and interpretations of the world	
6. Accountability of the Institutions and the Third Sector, seen as an instrument of transparency and security for all citizens and their associations.	
7. Networking to strengthen collaboration and stimulate creative synergy and social innovation	The network built on the basis of the local experience is the main strength of the project: the third sector plays a key role in valuing resources and fund raising in order to advocate for migrants' rights to recognition and inclusion
8. Evidence-based approach, understood as the continuous tension towards the scientific analysis of change, based on quantitative, qualitative and mixed tools and methods, to overcome perceptions, stereotypes and information that are often distorted and manipulated.	Crowdmapping on line permits the collection of evidences of who is actually active and responsive to the immigration phenomenon in a positive and constructive manner.
9. Centrality of narrative approach, understood as a research method and a tool for respectful dialogue on the "stories" that make "History"	The main purpose of the project is to offer a different story telling of the refugee wave in Italy since 2014. Telling the stories not only of migrants, but also of local dwellers who get to know them and little by little realize a common project of transformation (education and training contribute to change all: trainers and learners alike)
10. Curiosity and respect for all the diversity of which everyone is a bearer against the culture of hate, xenophobia and any possible expression of intolerance	An alternative story telling of migration defies fear and stereotypes and lead to friendship and solidarity, instead of non acceptance of the other.

Please add anything you might see fit

Name of the person in charge of filling out the grid
Gilda Esposito

Date and Place
March 2019, Firenze