



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	CPIA La Spezia, CARITAS La Spezia and University of Firenze, Department of Education
Website/Social Network	none
Name of Contact Person and Role within the project/teaching programme	Gilda Esposito and Uberto Scardino, teachers and facilitators
E-mail	uberto.scardino@cpiasp.com
Phone (not mandatory)	
Address (Town and Country)	Via Napoli 144
Are you part of any national, European or International thematic network	Each partner belongs to a variety of networks, at the local (services), national (educational) and international (Erasmus) level
PART III INFO ON THE INCLUSIVE EDUCATION & TRAINING PRACTICE	
Number of teachers/educators/trainers/volunteers or other operators involved	1 teacher and a tutor, plus a range of 20 experts involved from a variety of job related services
Does it involve: Refugees Migrants in general Operators and educators working with migrants/refugees Local Communities Other (please specify)	Asylums Seekers Social Workers Trainers and experts of the labour market
Characteristics of participants (nationality, age, any other interesting characteristic)	All males, comprised in a age range from 19 to 30 years all, mainly from West Africa
Average number of learners	20

Sex disaggregation of participants (if available)	All males
Concise description of the learning experience ()	It is a 30 hours experience of open learning environment whose objective is to create skills and knowledge for migrants in finding a job or get training in order to qualify for a job. Learners, regularly attending the local adult education school and traditional classes, learn during the extra hours in the afternoon about the labour market going outside of the School premises and getting to meet and question the real protagonists, in their job places. A programme of weekly meetings is organized and learners can visit the employment office, working places in the private and public sector, training agencies, trade unions, etc. where they receive and explanation and general presentation, followed by a Q&A sessions.
Have you established a satisfactory collaboration with the public service network, including schools, vocational centres and Universities?	Yes, the existing network of labour services is at the basis of the success of this experience since they are already linked among themselves. The alliance between CARITAS, the hosting organization, CPIA, the adult education school, and UNIFI, the experts of open learning environment, has been key to ensure visibility at the local level.
Have you established a satisfactory collaboration with other civil society activists?	It was mainly based on the existing network of services.
Have you established a satisfactory collaboration with migrant communities representatives, if any?	Unfortunately, there are no refugee association available at the moment. There are migrant associations but are less involved with the refugee phenomenon.
Have you created a link/value chain with local social and educational services?	There is an alliance between public school and network of services.
On line platform or app for e-mobile learning, if available	Not yet
Strengths of the approach	Open learning environment: people learn outside the school and get to know directly key characteristics of the welcoming society. It is also a way to create social capital for migrants who tend to be isolated and stay in closed groups
Weaknesses of the approach	It is only a pilot action funded by PON (National Programme of Education and Inclusion funded by the EU) and is not mainstreamed in the School, or University, activity
Indicators of success	Number of learners that complete the training course Number of services involved
Story telling (anecdotes) worth to be reported	A learner tells that after the course he can ask support to the Trade Union in case he has a problem at work. In his country trade unions do not exist and he feels more

	protected now that he knows of their existence and role in Italy.
Project Homepage/Social Network if any	None
Training kits or tools available online	Video of the experience (see attached material)
How is the activity financed (public, private funds, project based)	It is project based and financed by the Ministry of Education with EU structural funds
Pictures	see attached material

Principle	How is 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.	It is a win-win learning experience: all, teachers, social workers, workers in general and the learners are transformed by mutual knowledge. A comparative approach is adopted: in Italy it works like this, while in my country of origin it was like that. Also experts get to know more about the stories and experiences of asylum seekers-
2. Hosting, understood as the recognition of the common humanity of the other person and his/her needs and aspirations, without discrimination	
3. Solidarity, intended as an enhancement of sharing, reciprocity and mutual self-help	
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>metissage</i> between different stories, cultures and interpretations of the world	The labour dimension is key in a genuine and sustainable process of inclusion. Without preparing refugees for a training and employment project, the dimension of inclusion is not feasible.
6. Accountability of the Institutions and the Third Sector, seen as an instrument of transparency and security for all citizens and their associations.	The private sector, and work related services, present themselves and show the opportunity they offer for thriving, not only to migrants, but to the whole society.
7. Networking to strengthen collaboration and stimulate creative synergy and social innovation	Open learning environment is made possible only because of existing networks and previous collaboration in place among stakeholders. The strength of a territory is in fact its network and shared vision toward development.
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.	
9. Centrality of narrative approach, understood as a research method and a tool for respectful dialogue on the "stories" that make "History"	Both the labour market and learners have the opportunity to offer a complete and genuine story of themselves and get the other to listen without prejudices. Considering that a decent work is at the basis of personal development, this kind of experience offers the opportunity for each to get to know "real life stories" and avoid stereotyping or false myths.
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	Listening to each other in a protected, facilitated way (the presence of the teacher/facilitator is very conducive to this) is the way to destroy false information, that is at the basis of hatred.

Please add anything you might see fit

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

Date and Place
La Spezia, March 2019