



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	EPALE Unit of National Erasmus Plus in collaboration with EPALE Ambassadors
Website/Social Network	https://epale.ec.europa.eu/
Name of Contact Person and Role within the project/teaching programme	Lorenza Venturi, Daniela Ermini, Alessandra Ceccherelli
E-mail	epale@indire.it
Phone (not mandatory)	
Address (Town and Country)	Unità nazionale EPALE Italia, Via Cesare Lombroso, 6/15 50134 Firenze
Are you part of any national, European or International thematic network	EPALE European Network, Erasmus Plus, EACEA
PART III INFO ON THE INCLUSIVE EDUCATION & TRAINING PRACTICE	
Number of teachers/educators/trainers/volunteers or other operators involved	Around 150 teachers, trainers, educators and civil society activists
Does it involve: Refugees Migrants in general Operators and educators working with migrants/refugees Local Communities Other (please specify)	Primary targets are educators in an ample sense and operators of the reception services Final, indirect, beneficiaries are asylums Seekers in primis, and migrants in general in secundis as well as local hosting communities

Characteristics of participants (nationality, age, any other interesting characteristic)	Mainly women, with a age range from 25 to 70. The majority of participants seems to be concentrated in the range 40-60 years old
Average number of learners	120
Sex disaggregation of participants (if available)	Mainly women
Concise description of the learning experience ()	<p>EPALE, as a part of Erasmus Plus programme, offers an online platform as well as living experiences, such as national/local seminars and international conferences, in order to share good practices of adult education and training in Europe and so create a community of practice for innovation in lifelong learning. One of specific focus is represented by migrant adults' integration through education. For this reason EPALE unit intended to innovate and pilot a format of seminar/training event to discuss the challenges of migrant education in Italy and come up with conclusions and recommendations that could be used by participants, in the many networks they inhabited, when they would be back in their localities. The three days seminar were characterized by a strong pedagogic intentionality whose innovative aspects were:</p> <ul style="list-style-type: none"> - a territorial approach: the first day authorities welcomed participants and presented the main features of the local reception and integration system - a national and international perspective: while the local experience was valued speakers also presented practices from the rest of Italy and at the Eu level. - inserting field visits and getting to know stakeholders and ask them directly their opinions - replacing frontal lectures with working groups, randomly organized, that worked on generative questions, selected according to their learning needs and aspirations - the formulation of a final document, so called Manifesto for Inclusive learning, where to summarize the work done by working groups
Have you established a satisfactory collaboration with the public service network, including schools, vocational centres and Universities?	Yes, the piloting of the field visits aspect was possible only thanks to collaboration with La Spezia CPIA, Caritas and the Municipality of La Spezia. One of the co-organizer, Headmaster Maria Rosaria Micheloni activated her local network, including secondary schools.
Have you established a satisfactory collaboration with other civil society activists?	Yes, it involved the informal network of operators, professional and volunteer, of the reception services

Have you established a satisfactory collaboration with migrant communities representatives, if any?	Unfortunately, there were no refugee association available at the moment. There are migrant associations but are less involved with the refugee phenomenon. Nevertheless individual asylum seekers were involved and invited as witnesses. They also accompanied study visits.
Have you created a link/value chain with local social and educational services?	Yes, it was in fact a way to reinforce the existing network and open its horizons to national and international level
On line platform or app for e-mobile learning, if available	Epale, see above
Strengths of the approach	<p>Training of trainers: the target were not the migrants but the professionals, in particular the educators, who work for and with them. The comparative and reflective approach made people learn from each other and get inspired. The main elements of success were in particular:</p> <ul style="list-style-type: none"> - visiting on-going projects and interact with protagonists - reducing the frontal part of the seminar and putting people in the conditions of not only listen but also be listened to - coming up with a final document of principles and recommendations, that could be shared and promoted as an advocacy tool - the Manifesto was at the basis of an Erasmus KA2 project to enlarge the Manifesto at the EU level
Weaknesses of the approach	Seminars like these are expensive both in terms of funds and time (people invest at least four working days on them). While the idea is inspiring, there should be a long distance technology that helped to reduce the costs and increase people's opportunities to participate
Indicators of success	<p>Number of participants who express a positive evaluation</p> <p>Quality of final document</p> <p>Number of events of follow up</p>
Story telling (anecdotes) worth to be reported	Even if it was raining cats and dogs during the day of field visits, participants participated in activities and posed a lot of questions to stakeholders. One of the most appreciated visits was to the natural Park of 5 Terre, where asylum seekers learnt how to work in traditional agriculture. The local Manarola Foundation reported that, thanks to training and hard work, a Nigerian young man had become a much better farmer than local people and villagers recognized him for that.
Project Homepage/Social Network if any	http://www.indire.it/progetto/epale/manifesto-della-formazione-accogliente/?pageNum=5
Training kits or tools available online	Manifesto for Inclusive Learning and European Advocacy Tool kit (to be produced in March 2020)

How is the activity financed (public, private funds, project based)	EPALE own fundings
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.	As mentioned above, the targets are educators, operators and activists: considering the new phenomenon of asylum seeking in Italy (started in 2013/14) there were a lot of practices and experiences to share and to learn from. Each participant brought and experience, competences and knowledge to the seminar and went back home with new ones, being transformed by cooperative and collecting learning and knowledge building.
2. Hosting, understood as the recognition of the common humanity of the other person and his/her needs and aspirations, without discrimination	Key principles were shared during the seminar, in a particularly hostile political moment in Italy and at the local level (September 2017, Lega Nord, the xenophobe party, had recently won local elections) and it was fresh air for participants to see that their vision of hospitality and inclusion still mattered, notwithstanding propaganda of hatred. This can be an added value of seminars like this: making people feel that their actions are not isolated, scattered or fragmented.
3. Solidarity, intended as an enhancement of sharing, reciprocity and mutual self-help	Participants showed a form of solidarity even in learning: they were generous enough to put in common their knowledge and skills and many of them participated in the formulation of the final document.
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 dimension of the Manifesto seemed to be particularly promising: a Manifesto represents a vision of the future and it offers concrete steps to take in order to reach it. There must be a strong doses of optimism and trust in order to launch, and subscribe, it.
6. Accountability of the Institutions and the Third Sector, seen as an instrument of transparency and security for all citizens and their associations.	Categories of main actors were identified: Public and private formal education providers Network of services Civil Society organizations that provide basic needs services in collaboration with the public sector And Asylum seekers and migrants Local hosting communities

<p>7. Networking to strengthen collaboration and stimulate creative synergy and social innovation</p>	<p>Open learning environment, during the seminar and beyond it, 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. That is only increased by the national and international, especially EU, dimensions: human mobility is a global phenomenon, one of the main challenges of our times and should be faced together, with a shared vision and approach.</p>
<p>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.</p>	<p>The indications contained in the Manifesto are the results of a qualitative process of collection of good practices.</p>
<p>9. Centrality of narrative approach, understood as a research method and a tool for respectful dialogue on the “stories” that make "History"</p>	<p>The last day of the seminar was dedicated to introduction to story telling, seen as a way to “humanize” the social phenomena</p>
<p>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</p>	<p>Building shared knowledge with participatory methodologies represents a barrier against ignorance, fear and therefore hatred.</p>

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