



## 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  |   |
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| Name of the organization implementing the action   | UNIFI FORLILSI Department of Education  |
| Website/Social Network   | <a href="http://linguaplusproject.eu/">http://linguaplusproject.eu/</a><br><a href="https://www.remixerasmus.com/">https://www.remixerasmus.com/</a><br><a href="https://www.meta-project.eu/en/">https://www.meta-project.eu/en/</a>                       |
| Name of Contact Person and Role within the project/teaching programme  | Giovanna Del Gobbo  |
| E-mail   | giovanna.delgobbo@unifi.it  |
| Phone (not mandatory)  |   |
| Address (Town and Country)   | Via Laura 48, Firenze   |
| Are you part of any national, European or International thematic network   | UNIFI is part of a multiplicity of networks at local, national, European and global level   |
| PART III INFO ON THE INCLUSIVE EDUCATION & TRAINING PRACTICE   |   |
| Number of teachers/educators/trainers/volunteers or other operators involved   | The research group composed of 5 people and the network partners, for a total of around 50 professionals involved.  |
| Does it involve:<br>Refugees<br>Migrants in general<br>Operators and educators working with migrants/refugees<br>Local Communities<br>Other (please specify) | Primary targets are educators and researchers/scholars in education in an ample sense. Indirect beneficiaries are operators of the service networks and asylums Seekers in primis, and migrants in general in secundis as well as local hosting communities |

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| Characteristics of participants (nationality, age, any other interesting characteristic)   | Mainly women, with a age range from 25 to 65 The majority of participants seems to be concentrated in the range 40-60 years old  |
| Average number of learners   | 50   |
| Sex disaggregation of participants (if available)  | Gender balances  |
| Concise description of the learning experience ( )   | <p>The research unit led by Professor Del Gobbo succeeded in developing an action research method, a meta-approach, in order to collect experiences of successful practices for the integration of migrants and asylum seekers in European societies. It developed a series of tools that helped put knowledge and lessons learnt in common among different realities. In particular it inquired the following fields related to education and training:</p> <ul style="list-style-type: none"> <li>- innovative second language learning schemes for asylum seekers/migrants where the social and didactic dimension are integrated (Erasmus KA 2 Lingua Plus)</li> <li>- innovative teacher training through all forms of arts (dance, music, theatre, figurative arts, etc.) in order to develop cultural intelligence skills and eradicate all forms of discrimination (Erasmus KA 3 META)</li> <li>- collection of existing practices in Universities to facilitate access, permanence and inclusion in the labour market of asylum seekers and migrants (Erasmus KA 2 Remix)</li> </ul> <p>The logic at the basis of all projects, funded by EU, is the following:<br/> Step one: collection of practices and description of the state of the art of research and action in the selected field. This is done by all partners, based on a common collection tool realized by the University and translated into national languages<br/> Step two: creation of a new educational/advocacy tool, as a result of lessons learnt in step one<br/> Step three: piloting and self evaluation in each country, with a comparative approach<br/> Step four: dissemination of results in the web and through ad hoc conferences and seminars (multiplier events)</p> |
| Have you established a satisfactory collaboration with the public service network, including schools, vocational centres and Universities? | All these projects have a local, national and EU dimensions and involve a wide variety of stakeholders in the public and private sector.   |

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| Have you established a satisfactory collaboration with other civil society activists?               | Yes, it involved the formal and informal networks of educators, operators, professional and volunteers involved in reception services, formal education and any other programme of inclusion of migrants.   |
| Have you established a satisfactory collaboration with migrant communities representatives, if any? | Unfortunately, there are not many refugee association organized and operative 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?                     | Yes, collecting practices made possible to get to know new realities and it was also a way to reinforce already existing network and open its horizons to national and international level. The dissemination strategy became in fact in most cases an “advocacy” campaign, in order to promote lessons learnt during the study.  |
| On line platform or app for e-mobile learning, if available   | See above   |
| Strengths of the approach   | <p>The main strength is the scientific methodology adopted: it is an evidence based approach that formulates conclusions and recommendations on two dimensions:</p> <ul style="list-style-type: none"> <li>- Existing literature on systematized practices</li> <li>- Results of piloting/experimenting innovative approach</li> </ul> <p>Another strength is represented by the intermingling of dissemination and advocacy: educational tools are also advocacy tools in the sense that they propose both a vision and a mission for change. Education becomes in all fields the great “change and opportunity maker”: it is intended as a transformative process that contributes to open horizons and develop cultural intelligence both for learners and trainers/educators.</p> |
| Weaknesses of the approach  | All projects, especially the piloting part, are dependent on EU funding and it is extremely difficult, in particular in Italy to make them mainstream and included in ordinary curricula.   |
| Indicators of success   | <p>Number of articles/publications on the specific field</p> <p>Number of events of dissemination/advocacy</p> <p>Number of stakeholders involved in existing and new networks</p>  |
| Story telling (anecdotes) worth to be reported  | According to members of the team, the strongest and most interesting added value to the methodology is the possibility to deepen knowledge of existing good, and less good, practices, that are mostly implicit or unknown. A lot has been done during the last ten years in particular in order to respond to educational needs of migrants, but most of the lessons learnt are not shared and valued for their reproductive opportunities. It looks like “we do a lot, but we always start from the beginning at any new experience”. Fragmentation is a key characteristic of social and educational action nowadays and there is a need to develop new venues for sharing,  |

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|   | even thanks to digital technology and artificial intelligence.                              |
| Project Homepage/Social Network if any                              | See above   |
| Training kits or tools available online                             | META handbook and impact evaluation<br>Lingua Plus MOOC and 15 learning paths<br>Remix MOOC |
| How is the activity financed (public, private funds, project based) | Erasmus funding   |
| Pictures  | See attached material   |

| Principle   | How is it met?   |
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| 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.   | Education, formal and non formal and training are considered as a strategy for inclusion and transformation of EU societies, starting from individuals and collectivities. Based on a critical pedagogy approach, education “liberates” the learner as well as the trainer. All project adopts a lifelong learning, open learning environment approach that recognize a variety of education agents and their centrality in bringing along change.   |
| 2. Hosting, understood as the recognition of the common humanity of the other person and his/her needs and aspirations, without discrimination  | At the basis of all projects are a set of principles that are consistent with EU charter and promote a vision of society based on equal opportunities for all  |
| 3. Solidarity, intended as an enhancement of sharing, reciprocity and mutual self-help  | Sharing knowledge, in an open access modality, is the condition sine qua non for the success of the projects.  |
| 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.   | It is particularly interesting to reflect on the social responsibility of Universities in front of the phenomenon of human mobility. This is the main concern of the REMIX project but it can also be cross cutting to the other initiatives. How do Universities prepare professionals to deal with it? What kind of information do Universities disseminate? How do migrants play a role, as students, scholars, professors, in multicultural Universities? All these questions are under the lens also of a growing network of Universities led by UNHCR. |
| 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 |  |
| 6. Accountability of the Institutions and the Third Sector, seen as an instrument of transparency   |  |

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| and security for all citizens and their associations.  |  |
| 7. Networking to strengthen collaboration and stimulate creative synergy and social innovation   | All projects are possible because of partners' existing networks: they develop in a fertile ground for cooperation and creation of communities of practices.   |
| 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. | This is the main strength of this approach with has developed a scientific methods for case studies collection and analysis. Both quantitative and qualitative methods (mixed methods) are in place. The main objective is to make the journey from perception (sentences such as "nothing will change", "everything is deteriorating", "we have always done like this") to evidence based decision making where cause-effect relations are well motivated and contextualized. |
| 9. Centrality of narrative approach, understood as a research method and a tool for respectful dialogue on the "stories" that make "History"   |  |
| 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   | Building shared knowledge with participatory methodologies represents a barrier against ignorance, fear and therefore 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, September 2019