

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 trough 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
Website/Social Network	www.cpiasp.edu.it
Name of Contact Person and Role within the project/teaching programme	Andrea Mordacci Referente progetto Msna
E-mail	andrea.mordacci@cpiasp.com
Phone (not mandatory)	0187026139
Address (Town and Country)	La Spezia-Italia
Are you part of any national, European or International thematic network	
PART III INFO ON THE INCLUSIVE EDUCATION & TRAINING PRACTICE	
Number of teachers/educators/trainers/volunteers or other operators involved	4 teachers, 2 social workers (Municipality, Prefettura), those responsible for Refuges, volunteers.

Does it involve: Refugees Migrants in general Operators and educators working with migrants/refugees Local Communities Other (please specify)	Refugees/Unaccompanied foreign minors
Characteristics of participants (nationality, age, any other interesting characteristic)	Unaccompanied foreign minors from sub-Saharan Africa especially Nigeria, Senegal and Gambia, aged between 16 and 17 years
Average number of learners	30
Sex disaggregation of participants (if available)	Only men
Concise description of the learning experience ()	Creation of an L2 learning paths dedicated to Unaccompanied foreign minors. Interventions aimed at fostering the integration of minors in schools and society. Trips on the territory aimed at getting to know the area. Creation of learning paths aimed at acquiring the lower secondary school diploma and subsequent enrolment in professional training courses.
Have you established a satisfactory collaboration with the public service network, including schools, vocational centres and Universities?	Yes. The project was put in place in collaboration with social services of the Municipality, Prefettura and minor hosting structures.
Have you established a satisfactory collaboration with other civil society activists?	Some families actively participated in hosting minors.
Have you established a satisfactory collaboration with migrant communities representatives, if any?	Yes. Constant collaboration with the Senegalese community in the area.
Have you created a link/value chain with local social and educational services?	Social Services (Municipality, Prefettura, Minors' Courthouse) and the CPIA created network agreements which are still in place today for other activities dealing with migrants and refugees.
On line platform or app for e-mobile learning, if available	N/A
Strengths of the approach	Important cohesion and communication within the network.
Weaknesses of the approach	Often the structures offered to these minors are inadequate.

Indicators of success	All learning paths have been successfully concluded, all the affected minors have attained lower secondary school diplomas and are taking higher secondary school courses. This despite the difficult age level - on the threshold of adulthood with all the difficulties of the adolescent years.
Story telling (anecdotes) worth to be reported	Local families hosted minors and helped them economically also. In one particular case a local family adopted one of the minors.
Project Homepage/Social Network if any	N/A
Training kits or tools available online	N/A
How is the activity financed (public, private funds, project based)	The project was carried out by the CPIA with some funds from the Ministry.
Pictures	see presentation

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.	Students are at the centre of the learning process.
2. Hosting, understood as the recognition of the common humanity of the other person and his/her needs and aspirations, without discrimination	Recognition of diversity and intercultural attitudes.
3. Solidarity, intended as an enhancement of sharing, reciprocity and mutual self-help	Sharing of different views and approaches.
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.	Inclusion of migrant groups in order to better tailor approaches.

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	Inclusion of different migrant groups, social workers, volunteers and institutions.
6. Accountability of the Institutions and the Third Sector, seen as an instrument of transparency and security for all citizens and their associations.	Yes
7. Networking to strengthen collaboration and stimulate creative synergy and social innovation	Collaborative training activities in a network of stakeholders.
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.	Data is collected in order to guarantee a good research basis for practices and tools.
9. Centrality of narrative approach, understood as a research method and a tool for respectful dialogue on the “stories” that make "History"	N/A
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	Curiosity and respect are stimulated and all participants work towards enhancing tolerance and acceptance.

Name of the person in charge of filling out the grid
Andrea Mordacci

Date and Place
29th of March La Spezia