

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 with ERASMUS KA1 funds
Website/Social Network	https://www.cpiasp.edu.it/index.php?idpag=1
Name of Contact Person and Role within the project/teaching programme	Claire M. O'Neill
E-mail	clairemarie.oneill@cpiasp.com
Phone (not mandatory)	390187026139
Address (Town and Country)	Via Napoli 144 - 19122 La Spezia Italy
Are you part of any national, European or International thematic network	CPIA La Spezia with ERASMUS KA1 funds
PART III INFO ON THE INCLUSIVE EDUCATION & TRAINING PRACTICE	
Number of teachers/educators/trainers/volunteers or other operators involved	1

Does it involve: Refugees Migrants in general Operators and educators working with migrants/refugees Local Communities Other (please specify)	educators, trainers, police officers, doctors, social workers operators and educators working with migrants/refugees (in the adult schools with migrants or in volunteer associations with migrants). Local Communities Migrants in general
Characteristics of participants (nationality, age, any other interesting characteristic)	Participants are mainly Italian but also from Albania, Kazakistan, the Dominican Republic, Morocco, Russia, Romania and are aged between 19 and 80
Average number of learners	140
Sex disaggregation of participants (if available)	Mainly female (3/5)
Concise description of the learning experience ()	English is taught through activities for oral and written expression and comprehension. Ample use of the IWB and real life audio is made.
Have you established a satisfactory collaboration with the public service network, including schools, vocational centres and Universities?	The course is recognised by the Ministry of Education as a training course with credits.
Have you established a satisfactory collaboration with other civil society activists?	Yes
Have you established a satisfactory collaboration with migrant communities representatives, if any?	Yes
Have you created a link/value chain with local social and educational services?	Yes
On line platform or app for e-mobile learning, if available	English language padlets divided by level: A1: https://padlet.com/oneillcm/A1beginners A2: https://padlet.com/oneillcm/A2elementary B1: https://padlet.com/oneillcm/B1preintermediate B2: https://padlet.com/oneillcm/cpiaB22018 C1: https://padlet.com/oneillcm/c1advanced
Strengths of the approach	different levels of English available participatory approach to teaching with discussions about topical issues opportunities to compare viewpoints, life stories and opportunities participation is cheap assistance is given to prepare for certification (Cambridge etc) with extra lessons free of charge.

Weaknesses of the approach	
Indicators of success	wide participation and enrolment in courses wide participation in extra community events
Story telling (anecdotes) worth to be reported	N/A
Project Homepage/Social Network if any	https://www.cpiasp.edu.it/index.php?idpag=&articoloId=4
Training kits or tools available online	English language padlets divided by level: A1: https://padlet.com/oneillcm/A1beginners A2: https://padlet.com/oneillcm/A2elementary B1: https://padlet.com/oneillcm/B1preintermediate B2: https://padlet.com/oneillcm/cpiaB22018 C1: https://padlet.com/oneillcm/c1advanced
How is the activity financed (public, private funds, project based)	Students pay 150€ a year to participate in 2 hourly lessons a week from October to May/June; staff at the CPIA have access free of charge to English lessons.
Pictures	

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.	Lessons are informal and students are on first name terms with the teacher. Everyone's opinion is valued and everyone learns from everyone else because each student brings specific experiences in terms of job, life, background, nationality and other experience.
2. Hosting, understood as the recognition of the common humanity of the other person and his/her needs and aspirations, without discrimination	The classroom is organised in a horseshoe so everyone is on equal footing. There are lots of activities where students exchange dialogue in pairs or groups of three.
3. Solidarity, intended as an enhancement of sharing, reciprocity and mutual self-help	The course is organised around group discussions - intergenerational and among different nationalities - in which views are shared and are at the core of the learning experience.
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.	Older students or migrants have additional help from the teacher who is also a specialised teacher for Special educational needs.

<p>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</p>	<p>The variety of age groups involved shows a confidence in a shared future with a links and awareness of the past.</p>
<p>6. Accountability of the Institutions and the Third Sector, seen as an instrument of transparency and security for all citizens and their associations.</p>	<p>N/A</p>
<p>7. Networking to strengthen collaboration and stimulate creative synergy and social innovation</p>	<p>The CPIA has a network of educational institutions and volunteer associations which stimulates innovation and creative synergy.</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 course is formulated on the needs of learners which are assessed at the beginning of the course.</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>N/A</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>The open discussion basis of the class as well as the international reading texts stimulate curiosity for different cultures and tolerance.</p>

Name of the person in charge of filling out the grid: Claire Marie O’Neill PhD

Date and Place: La Spezia 26 Marzo 2019