

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 "Ruminating"
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	2 teachers 45 students

Does it involve: Refugees Migrants in general Operators and educators working with migrants/refugees Local Communities Other (please specify)	migrants in general refugees
Characteristics of participants (nationality, age, any other interesting characteristic)	ages 17-25
Average number of learners	45
Sex disaggregation of participants (if available)	
Concise description of the learning experience ()	<ul style="list-style-type: none"> • Visits (of 3 groups of 15 people) were made to the modern and contemporary art museum and the Lia museum (classical, late antique, mediaeval art and art up to the 18th century) in La Spezia; • City-walks through the most important squares and churches of La Spezia talking about its history and its famous people; • In collaboration with Art teachers, workshop activities to draw and represent places visited in order to communicate the emotions experienced; • Sharing of art and cities from countries of origin;
Have you established a satisfactory collaboration with the public service network, including schools, vocational centres and Universities?	Yes, the CPIA is part of the public service network.
Have you established a satisfactory collaboration with other civil society activists?	Collaboration with museum service and municipality.
Have you established a satisfactory collaboration with migrant communities representatives, if any?	-
Have you created a link/value chain with local social and educational services?	Collaboration with the museum service and municipality.
On line platform or app for e-mobile learning, if available	

Strengths of the approach	<p>Collaboration with the local museums; taking teaching out of the classroom; - interdisciplinary learning; - forming ties with the local area; knowledge of territory and history to foster better integration and citizenship building</p> <p>Network with local bodies.</p> <p>The project can be repeated over time; - it can be extended to a wider museum network; - creation of workshops</p>
Weaknesses of the approach	-
Indicators of success	forming ties with the local area; knowledge of territory and history to foster better integration and citizenship building
Story telling (anecdotes) worth to be reported	N/A
Project Homepage/Social Network if any	N/A
Training kits or tools available online	
How is the activity financed (public, private funds, project based)	✦ The project falls into the broadening of teaching objectives of the CPIA and therefore is financed by the school.
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 student input and opinions in order to better tailor approaches and forum to discuss art from their countries.
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	Meeting and <i>metissage</i> between different stories, cultures and interpretations of the world as the students come from several different continents.
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	Local public 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 from all the stakeholders 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
La Spezia 15th November 2019