

+DiManifesto 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	CPIA LA SPEZIA
Website/Social Network	www.cpiasp.edu.it
Name of Contact Person and Role within the project/teaching programme	Daniela Garau - Teacher expert in digital technology
E-mail	daniela.garau@cpiasp.com
Phone (not mandatory)	
Address (Town and Country)	Sarzana (La Spezia) Italy
Are you part of any national, European or International thematic network	EPALE, Scuola Digitale Liguria EPICT Genova University
PART III INFO ON THE INCLUSIVE EDUCATION & TRAINING PRACTICE	
Number of teachers/educators/trainers/volunteers or other operators involved	2 teachers
Does it involve: Refugees Migrants in general Operators and educators working with migrants/refugees Local Communities Other (please specify)	Migrants in general, Educators working with migrants, It unemployed italians who need digital skills

Characteristics of participants (nationality, age, any other interesting characteristic)	IK Bangladesh 22 years old Italian diploma middle school AB Gambia 19 years old KI Ivory Coast 33 years old language ombudsman WK Sri Lanka/Nigeria 33 years old Italian diploma middle school GS Italia, 42 years old unemployed person, ITC course GP Italia, 49 years old unemployed person, ITC course MA Pakistan, 38 years old A2 plus Italian language Course PC Italy, 40 years old ITC course PQ Italy, 38 years old ITC course
Average number of learners	9
Sex disaggregation of participants (if available)	5 males, 4 females
Concise description of the learning experience ()	Development of the digital skills about ICT Fundamentals and using video editing, calc and presentation software, browsing the internet safely and using email. Coding: problem solving
Have you established a satisfactory collaboration with the public service network, including schools, vocational centres and Universities?	EPICT Genoa University Observatory Liguria Digital School
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 CPIA La Spezia has created a multicultural network
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	https://padlet.com/garaudaniela7/Digital_Adults
Strengths of the approach	Learning by doing, working together and sharing
Weaknesses of the approach	Mandatory attendance was an obstacle for some students

Indicators of success	Adult Education about ICT helps to close the digital gap and provides individuals with digital competences, which are the key to personal fulfilment, employment, social inclusion and active citizenship. The feedback gave positive results both theoretical and practical. The exchange of experiences between students was very enthusiastic.
Story telling (anecdotes) worth to be reported	
Project Homepage/Social Network if any	
Training kits or tools available online	https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/coding-across-the-curriculum http://www.indire.it/2017/11/28/supporto-linguistico-ai-rifugiati-disponibile-il-toolkit-del-consiglio-deuropa/ https://ec.europa.eu/epale/it/node/100146
How is the activity financed (public, private funds, project based)	FSE – PON “Per la scuola, competenze e ambienti per l’apprendimento” 2014-2020
Pictures	

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.	From brainstorming, traditional lessons to Multimedia, ICT and web tools for non-formal learning: overview and practical for the creation of video-lessons, digital learning contents, blended lessons in a google classroom
2. Hosting, understood as the recognition of the common humanity of the other person and his/her needs and aspirations, without discrimination	Recognition of intercultural factors that enhance multicultural understanding
3. Solidarity, intended as an enhancement of sharing, reciprocity and mutual self-help	Peer tutoring permits sharing, reciprocity and mutual self-help
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.	Support to migrants with low levels of literacy and skills in the Italian language

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 migrant groups and vulnerable groups with feedback on the working of the course
6. Accountability of the Institutions and the Third Sector, seen as an instrument of transparency and security for all citizens and their associations.	N/A
7. Networking to strengthen collaboration and stimulate creative synergy and social innovation	The CPIA has a network of collaboration with other institutions and volunteer associations that facilitates synergy and social innovation.
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.	Approach based on needs of learners.
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	Students are central to the approach and tolerance is encouraged through peer-to-peer work and group work.

Please add anything you might see fit

Name of the person in charge of filling out the grid: Daniela Garau

Date and Place: La Spezia, 26 March 2019