

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.

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	University of Perugia / Università degli studi di Perugia/Italy
Website/Social Network	www.unipg.it project page http://bridge-it.communicationproject.eu/
Name of Contact Person and Role within the project/teaching programme	Prof. Dr Gabriella Brigitte KLEIN
E-mail	gabriellaklein@gabriellaklein.eu
Phone (not mandatory)	+39 347 678 5312
Address (Town and Country)	Perugia / Italy
Are you part of any national, European or International thematic network	UNIMED, l'Unione delle Università del Mediterraneo (www.uni-med.net)
PART III INFO ON THE INCLUSIVE EDUCATION & TRAINING PRACTICE	
Number of teachers/educators/trainers/volunteers or other operators involved	Approx. 50
Does it involve: Refugees Migrants in general Operators and educators working with migrants/refugees Local Communities Other (please specify)	YES <ul style="list-style-type: none"> • Migrants in general • Operators and educators working with migrants • Local Communities • Civil servants
Characteristics of participants (nationality, age, any other interesting characteristic)	Austrian, Belgian, Dutch, German, Italian, Polish, Turkish (operators, educators) Pakistani, North-Africans, Syrians, Ukrainians, Sub-Saharan Africans (migrants)

	age of migrants: between 20 - 40
Average number of learners	Approx. 1000
Sex disaggregation of participants (if available)	n/a
Concise description of the learning experience ()	<p>Learning opportunities to bridge intercultural communication problems in bureaucratic contexts where services for migrants are provided.</p> <p>The whole learning programme has the objective to:</p> <ul style="list-style-type: none"> • Give migrants a feeling of what bureaucratic challenge can be expected • For civil servants an occasion for reflecting on their communication practices • For trainers authentic material on which to base their training
Have you established a satisfactory collaboration with the public service network, including schools, vocational centres and Universities?	YES
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	N.A.
Strengths of the approach	Innovative character of the project lies in a consistent effort to base learning programmes on concrete, real cases of bureaucratic-institutional discourse and interaction.
Weaknesses of the approach	Difficulty to involve civil servants in numbers as originally planned
Indicators of success	More migrants involved than initially expected
Story telling (anecdotes) worth to be reported	A gentleman with African traits asked at a municipality counter for renewing his identity card. The lady officer without asking whether he had or not Italian citizenship, assumed he had not, given his physical aspect. So, she asked him to bring his permit of stay and passport for renewal. The citizen, visibly puzzled, stood up, thanked and went away. Conclusion: we could observe that officers often do

	not ask, but assume based on their bias.
Project Homepage/Social Network if any	http://bridge-it.communicationproject.eu/
Training kits or tools available online	NO
How is the activity financed (public, private funds, project based)	Lifelong Learning Programme
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.	Learning experience transforming the perspectives in which migrants perceive civil servants and vice versa
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 influence interactions in public offices to offer better services to migrants
3. Solidarity, intended as an enhancement of sharing, reciprocity and mutual self-help	Sharing of different views and standpoints at the core of the learning concept
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 level of literacy in going through bureaucratic procedures
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 in an effort to improve communication practices (written and spoken) in bureaucratic-institutional contexts. The bureaucratic-institutional procedures are the weak point where integration succeeds or fails. Officers from the receiving society need to understand that procedures and mechanisms are not the same around the world.
6. Accountability of the Institutions and the Third Sector, seen as an instrument of transparency and security for all citizens and their associations.	
7. Networking to strengthen collaboration and	Collaborative development of training and

stimulate creative synergy and social innovation	learning activities in a network of service providers, NGOs and universities
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 sound research into communication practices and problems in bureaucratic-institutional discourse and generally contexts
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	Combating intolerant attitudes to migrants finding it difficult to manage complex interactions while going through bureaucratic procedures to legalise their stay and work

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

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Date and Place: Wadowice, 18 December 2019