

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.

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	University of Wroclaw, Poland
Website/Social Network	www.uni.wroc.pl
Name of Contact Person and Role within the project/teaching programme	Aleksandra Matyja, trainer
E-mail	al.matyja@gmail.com
Phone (not mandatory)	
Address (Town and Country)	Wroclaw, Poland
Are you part of any national, European or International thematic network	SCI International, SIETAR Polska
PART III INFO ON THE INCLUSIVE EDUCATION & TRAINING PRACTICE	
Number of teachers/educators/trainers/volunteers or other operators involved	2
Does it involve: Refugees Migrants in general Operators and educators working with migrants/refugees Local Communities Other (please specify)	Migrants (students)
Characteristics of participants (nationality, age, any other interesting characteristic)	Age 17-35, from different countries of Africa, Europe, Asia and both North and South America
Average number of learners	16 per training
Sex disaggregation of participants (if available)	

Concise description of the learning experience ()	. Intercultural training for new coming students
Have you established a satisfactory collaboration with the public service network, including schools, vocational centres and Universities?	Yes, we collaborate with other universities from abroad, with the Municipal Council and the police
Have you established a satisfactory collaboration with other civil society activists?	Yes, with local NGOs specialized in intercultural communication and/or international relations
Have you established a satisfactory collaboration with migrant communities representatives, if any?	No
Have you created a link/value chain with local social and educational services?	Yes, for example with Polish Language School, local foundations
On line platform or app for e-mobile learning, if available	-
Strengths of the approach	A training at the beginning of student's studies abroad helps them adapt to a new reality, give them tools to deal with new challenges. It is also an opportunity for them to ask the trainers any kind of questions they may have about Poland. Very often they are the only Poles they know and can ask for advice or explanation. A training is also a chance to meet new people and discuss the topic of inclusion and integration.
Weaknesses of the approach	Only a limited number of students can participate; the only local people who participate in the project are the trainers, so the migrants keep being sort of separated
Indicators of success	Questionnaires given after the training
Story telling (anecdotes) worth to be reported	
Project Homepage/Social Network if any	
Training kits or tools available online	
How is the activity financed (public, private funds, project based)	Public
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.	Trainings carried out in a very participatory, interactive way, based on simulations, discussions and storytelling

2. Hosting, understood as the recognition of the common humanity of the other person and his/her needs and aspirations, without discrimination	Even though we discuss intercultural differences, we emphasize the fact that every human being is unique and we cannot base our judgement of a person on where they come from. We explain what stereotypes, prejudices and discrimination are and explain in details what to do in case of suffering discrimination
3. Solidarity, intended as an enhancement of sharing, reciprocity and mutual self-help	One of the rules we establish at the beginning of the training day is "sharing is caring", migrants are encouraged to share they personal experience and help each other
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.	
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	
6. Accountability of the Institutions and the Third Sector, seen as an instrument of transparency and security for all citizens and their associations.	Migrants are informed about the institutions specialized in migration, for example cultural centres, organizations that fight against racism and hate speech
7. Networking to strengthen collaboration and stimulate creative 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.	We conducted a study of international students needs and challenges, especially regarding integration Both trainers are researchers with scientific background
9. Centrality of narrative approach, understood as a research method and a tool for respectful dialogue on the "stories" that make "History"	At every stage of the training the participants are encouraged to share their personal stories related to migration
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	It's stressed during every training

Please add anything you might see fit

Name of the person in charge of filling out the grid

Aleksandra Matyja, March 28th
Date and Place