

IO1- Guidelines for consultation with stakeholders

IO1.1 DESK RESEARCH PROTOCOL

Country: Italy
Partner conducting the research: Glocal Factory
Author/s of the research: C. Demartis, A. Orecchio, A. Carbone

FINDINGS:

The main objective of the document is to analyze the Italian general situation referring to Civic Education for asylum seekers and refugees, in order to know needs and obstacles for migrants integration in our country.

For these reasons, each PROM-PAR partner realized the following actions:

IO1.1 a national Report focusing on legal and general aspects on Civic Education;

IO1.2 a selection of the best national practices on Civic Education;

IO1.3 two Focus Groups addressed both to asylum seekers/refugees and to Stakeholders working on migrants' inclusion.

Historical outlines

Historically, in Italy the concept of *civic education* alternates with the concept of *active citizenship*. So, over the years, terms, concepts and laws have adapted to a formal approach based on content and knowledge -Civic Education- to another approach based on process, values, participation and interaction of citizens -Citizen education- (see figure 1)

Typology of approaches to civic and citizenship education	
Minimal	Maximal
Civic education	Citizenship education
Thin	thick
Exclusive	inclusive
Elitist	activist
Formal	Participative
Content led	Process led
Knowledge based	Values based
Didactic transmission	Interactive interpretation
Easier to achieve and measure in practice	More difficult to achieve and measure in practice

Figure 1: Citizenship Education at School in Europe, Eurydice Report 2017, pp24 ¹

¹ https://eacea.ec.europa.eu/national-policies/eurydice/content/citizenship-education-school-europe-%E2%80%93-2017_en

Legal framework of Civic Education teaching and training in the country

The teaching of civic education was introduced in Italy in 1958² with the idea of "opening the school to the structures of associative life".

The teacher of history devoted 2 hours per month to pupils from 11 to 18 years - first and second cycle - without compulsory evaluation, on the themes of the citizen rights and duties of the citizen, social life, state organization, environment, road safety, health and hygiene education, principles of international cooperation. The law gave particular importance to work organization and protection. The law also introduced the "teamwork" method to stimulate pupils' interest on civic education.

From the 2010, the teaching of civic education becomes "Citizenship and Constitution". It includes five topics: environmental education, road education, health education, food education and the Italian Constitution. The teaching is one weekly hour within the subjects of history and geography.

The Law 107/2015 encouraged a whole-school approaches in order to promote a cohesive, collective and collaborative school model. Each school is free to establish cooperation with families, local communities and different stakeholders, including public authorities, businesses, NGOs and communities. The intention is to better target educational provision and services to local needs and circumstances, and to foster the active participation of students in society³pag. 90.

With the D.P.R. 179/2011, foreigners requiring a residence permit must sign the "integration agreement" at the prefectures where they are committed to:

- acquire an adequate level of knowledge of the spoken Italian language (equivalent at least to level A2 referred to in the common European framework of reference);
- a sufficient knowledge of the fundamental principles of the Constitution of the Republic, civic culture and civil life in Italy (with particular reference to the sectors of health, school, social services, work and tax obligations)

In order to facilitate this training path, the foreigner is given the opportunity to attend a free civic training course lasting 10 hours at the Adult Education Centers, the CPIA, Centri Permanenti di Istruzione degli Adulti.

An important law introduced in 2012 the CPIA, the permanent adult education centers of the Ministry of Education⁴. They are also aimed at the education of minors and adults migrants. Among the various educational and training activities, the CPIA entail:

- 1) courses of literacy and learning of the Italian language
- 2) educational paths of first and second level
- 3) sessions of 10 hours of Civic Education, related to various aspects of society and Italian Institutions, connected with the achievement of a residence permit by foreign citizens.

² Aldo Moro, D.P.R. 585/1958 www.gazzettaufficiale.it/eli/id/1958/06/17/058U0585/sg

³ https://eacea.ec.europa.eu/national-policies/eurydice/content/citizenship-education-school-europe-%E2%80%93-2017_en pg 90

⁴ www.miur.gov.it/web/guest/tematiche-e-servizi/istruzione-degli-adulti/apprendimento-permanente,

The recent law approved in August 92/2019⁵ - but not yet in force - introduces 33 hours per year of Civic Education as a specific subject within first and second grade schools, the training for teachers and the following topics:

- Constitution, institutions of the Italian State and international organizations;
- Environmental education, sustainable development and Agenda 2030;
- Digital citizenship education;
- Fundamental elements of law, with particular regard to labor law;
- Legality education and contrast to the mafias;
- Education to respect and enhance cultural heritage and common public goods;
- Basic training on civil protection.

The law also stimulates the creation of extra-scholastic networks with the participation of local and third sector actors.

The production of materials and experiences related to Civic Education in Italy mainly concerns the training of trainers: teachers in schools at all levels, educators, counselors and trainers in the public and private sectors have carried out structured courses and trainings on the issues of civic education or citizenship.

However, ***there is a lack of structured interventions on Civic Education sector aimed at migrants target.***

The Civic Education topic remains secondary to the Italian language teaching and certification. Furthermore, teaching is traditional and formal, with texts focused on the State organization and constitutional principles and the rights and duties of citizens, while little space is given to the daily problems of migrants, to the knowledge of the services of the territory and to non-formal and informal methods of CE contents' teaching.

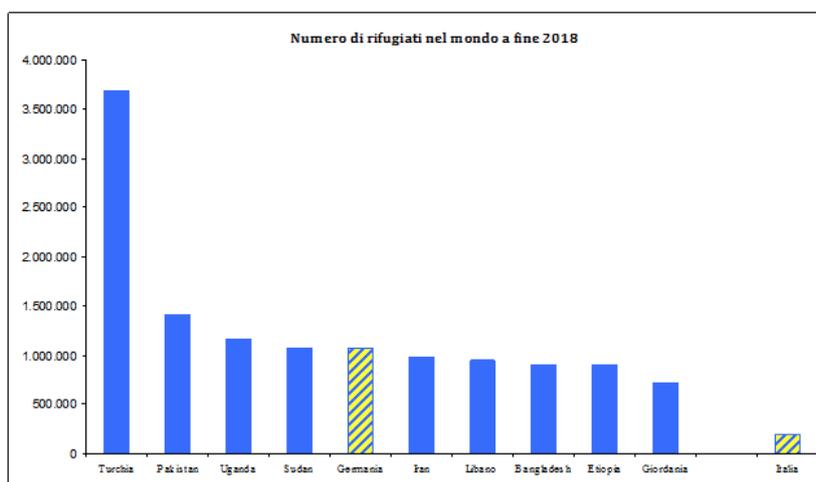
Despite this, there are innovative examples of Civic Education teaching on the national territory (*see 3 Italian good practices below*) with attractive, useful, updated contents, and with multimedia and informal education, as didactical visits, games, experiential learning, courseware, etc. But these good practices are sporadic, short-term, linked to time-limited funding and specific projects.

⁵ The approved law 92/2019 on civic Education will enter into force in 2020 www.miur.gov.it/web/guest/-/educazione-civica-scuole-di-ogni-ordine-e-grado

DATA

In the last 5 years Italy has received numerous migrants asylum seekers coming from African and Asian continents.

With a population of 60 million inhabitants, in 2018 there are 190,000 refugees in Italy, a low percentage compared to Turkey which has 3,600,000 or Germany with more than 1 million (see Figure 2)



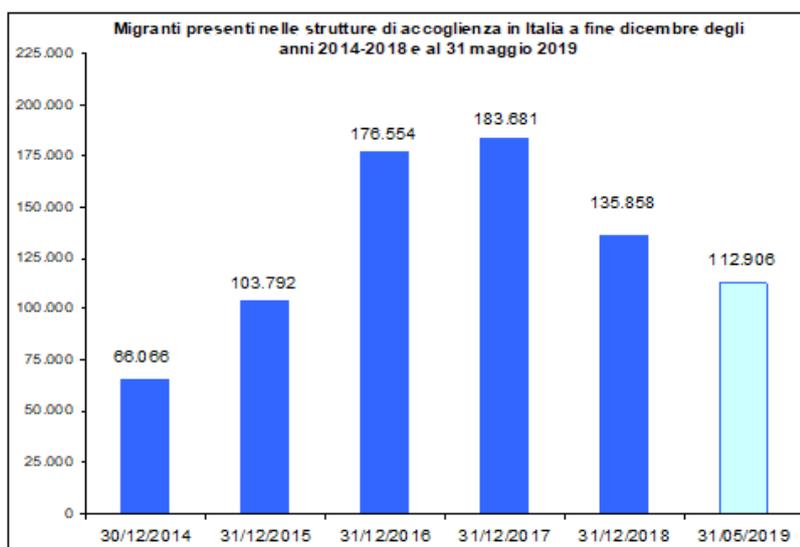
Fonte: elaborazioni ISMU su dati UNHCR

Figure 2: The Number of Refugees in the World, UNHCR 2018

Among the migrants living in Italy, in 2019 there are 112.000 refugees living in the first and second welcome public structures, CAS and SPRAR/SINOIPRI:

CAS, Centri Accoglienza Straordinari, the Emergency -First Welcome, they are managed by the Prefecture and Minister of Interior with profit and no profit Organisations

SPRAR, Sistema di Protezione dei Richiedenti Asilo e Rifugiati, now SIPROIMI, the Asylum Seekers and Refugees Protection System- Second Welcome, they are managed by the local public administrations with public Organisations (see Figure 3)



Fonte: Elaborazioni ISMU su dati Ministero dell'Interno

Figure 3: Migrants living in Italian public structures, Minister of Interior 2019

These reception structures, managed by both for profit and non-profit organisations, are responsible for the refugees first and second welcome, education, vocational training, civic inclusion, job orientation, together with the public administration and the third sector organisations.

The political and legislative discontinuity, the lack of a Ministry of Immigration, the presence of numerous public and private actors involved in the field, the recent cut in funding for the integration of migrants has hampered the inclusion process started in previous years.

The actors involved in the migrants' reception, education and training are numerous and different in each region, as well as the offices and online services, all elements that do not help the integration of migrants in the hosting communities, in particular their civic education and social inclusion.

Key Actors

Governemental Institutions Involved	
Name	Role
Ministry of foreign affairs and international cooperation	International treaties
Ministry of Interior	Migration Legislation
Police headquarters	Residence Permit, Asylum seekers status
Municipal immigration offices	Info national legislations on first welcome, housing, residence, cultural mediation, languages courses, public services
Prefecture	Public Security. They manage the CAS , Centri Accoglienza Straordinari, the Emergency -First Welcome, with profit and no profit Organisations
ANCI	Associazione Comuni Italiani, National Association of Italian Municipalities They manage the SPRAR , Sistema di Protezione dei Richiedenti Asilo e Rifugiati, now SIPROIMI, the Asylum Seekers and Refugees Protection System- Second Welcome, with public organisations
CPIA	Adult Education centers, mandatory education first level, Italian language, Professional Instruction second level
Public Schools	1st and 2nd level of education
Job Centers	Job orientation, vocational training courses
Main Third Sector Organisations working in the field	
Migrants association	Rights legislation, socialisation
Italian association of volunteers	Rights legislation, socialisation, health, sport, Italian language courses
Religious communities of migrants	Socialisation, solidarity networks
Social cooperatives	First and second Welcome, accommodation, rights legislation, job guidance, socialization, language courses
Caritas	First and second Welcome, accommodation, rights legislation, job guidance, socialization, language courses
ARCI	First and second Welcome, accommodation, rights legislation, job

	guidance, socialization, language courses
ACLI	Rights legislation, job guidance, socialization, language courses
Waldesians	First and second Welcome, accommodation, rights legislation, job guidance, socialization, language courses
NGO's	First and second Welcome, accommodation, rights legislation, job guidance, socialization, language courses
Private job Agencies	Job Recruitment, internship, temporary employment

Challenges for improving Civil Adult Education

The main obstacles the target group faces during their social inclusion process are usually: lots of fragmented information; lots of actors with different roles; low knowledge of labour market and local services; lack of information tailored of local regulations, Associations system and bureaucratic rules; discontinuity of education pathways, all topics that could be covered by a structured Civic Education Programme, at local and national level.

The Civic Education main challenges could be to provide migrants aggregated information and tailored contents using new methodologies, for example:

- enhancing *non-formal and informal methods* such as multimedia, art, site visits, sports in order to know and learn community rules and values
- enhancing *interactive activities*, such as the use of new technologies, videos, creating groups, organizing contests and study visits in order to empower new citizens
- connecting local associations and institutions* with migrants to break the gap between new citizens and institutions
- aggregating useful and updated information* in multilingual, multimedia and easily accessible ways that can be used by all migrants regardless of their legal situation.

Short conclusions

In general, Civic and Citizenship Education have *been integrated with other teachings* such as history, social sciences, geography, languages, rather than specific subject. Not being a compulsory subject, it was held in low consideration within school curriculum.

The production of materials and experiences related to civic education in Italy mainly concerns the target schools and *the training of trainers*: teachers in schools at all levels, educators, counsellors and trainers in the public and private sectors have carried out structured courses and trainings on the issues of civic education or citizenship .

Mostly, Italy lacks a framework law on immigration, with policies and actions tailored to the target group of migrants, with planned funding and activities.

Indeed, there is a *lack of structured interventions* and educational materials aimed at migrants target: the Civic Education experiences are short, fragmented and unstructured.

Only recently, as a result of new forms of intolerance and xenophobia, *there is the need to introduce Civic education as a compulsory subject* within all kind of schools, using new teaching methods, involving also the actors of the territory, broadening the themes to international environmental and migration issues, adapting the topics to the new migrants needs.

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I01.2 Italian Good Practices

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Project title	Scuolemigranti
Lead organisation-country	CESV Centro Servizi Volontariato Lazio Region - Italy
Website	www.scuolemigranti.org
Language(s)	Italian + other 14 languages
Abstract, 200 words	Network of 88 civil and religious associations + adult public schools CPIA active on adult education Italian language courses and migrants inclusion. The main objectives are to develop a free language schools system for literate and illiterate people and to enhance the link between public and third sector
Objectives	Adult Education School aiming to welcome and train migrants through civic education and sociality
Target group(s)	Adult, young, women migrants
Professionals involved	Teacher, volunteers, social workers, tutors
Civic skills developed through the course	https://retescuolemigranti.files.wordpress.com/2014/03/ingleselogo.pdf Language, Digital, Civic, Social, Problem solving, Cultural competences
Main activities	-Italian Language courses + civic education - Workshops on local institutions and services -Study visits to Institutions, centres of employments, municipality migrants services with previous didactical preparation and test on civic education
Resources and materials	Guideline on Civic Education in 15 different languages on Italian history and constitution, central and territorial Institutions, citizens' rights and duties, education, health, housing and other practical information aimed at migrants' inclusion http://www.scuolemigranti.org/schede-di-educazione-civica/

Project title	Petrarca FAMI Regione Piemonte e scuole . formazione civico e linguistica cittadini paesi terzi
Lead organisation-country	Regione Piemonte
Website	https://www.petrarca.eu/
Language(s)	Italian, English
Abstract, 200 words	Network of 18 didactical points in Piemonte region for language and active citizenship learning. The regional administration together with schools and the research institute Ires, developed frontal training for different language levels and educational resources, as audio, video, tests, slides on Italian language, civic education and daily life. The network is open to other schools and associations who want to participate in the Italian civic and language teaching with these educational resources
Objectives	Regional Plan for civic and linguistic training of third country nationals. Italian courses and Active Citizen materials, personalized didactic for migrants people and different language levels
Target group(s)	Teacher trainers, Migrants
Professionals involved	Teachers trainers, Teachers, educators
Civic skills developed through the course	Language, digital, active citizenship, law and local regulations
Main activities	Italian Language courses at different levels +baby-sitting ; civic education courses, tests in presence. Open Educational resources at distance , self-tests
Resources and materials	AMIF Project Video, reports, audio, slides and tests on work, public services, schools, health information. www.petrarca.eu/cassetta-attrezzi

3

Project title	Grande Portale della lingua italiana The great portal of Italian language
Lead organisation-country	Ministry of Interior, Rai radiotelevisione italiana
Website	http://italiano.rai.it/categorie/linee-guida-formazione-civica/1016/1/default.aspx
Language(s)	Italian
Abstract, 200 words	Fictions, films, video, tests focused on Italian and civic education learning for migrants
Objectives	Teaching and learning Italian language, values and habits through videos, films and tests
Target group(s)	Teachers, trainers, migrants
Professionals involved	Teachers, trainers, migrants, educators
Civic skills developed through the course	Active citizenship, law and local regulations knowledge , use of services
Main activities	Multimedia self -Learning ; evaluation-tests
Resources and materials	Docufiction, video, tests on Italian Constitution , civic education, public and private services points,

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IO1.3 FOCUS GROUP REPORT

ASYLUM SEEKERS AND BENEFICIARIES OF INTERNATIONAL PROTECTION

Country: ITALY

Venue: CPIA B. Cellini, Via Masaccio 8, Florence (Italy)

Date: January 8th, 2020 – from 16.00 to 18.00

Partner conducting the protocol: GLOCAL FACTORY .Facilitator : C. Demartis, assistant P. Mancini, teacher at the CPIA

Target Group identification: 10 participants, 8 men and 2 women, selected from two classes of the CPIA Cellini in Firenze where asylum seekers and refugees attend courses to obtain the “terza media” diploma. The age is from 18 to 30, the students come from Gambia, Nigeria, Burkina Faso, Pakistan, Brazil, Albania.

Length: from h.16 to h.18, including the presentation of the project, the premise on privacy and consent, clarifications on the terms used and the final buffet. Registration 1 hour.

The general climate of the Focus Group was interesting and interactive, despite the fact that the students were more numerous than expected (18) they all wanted to attend and participate in the discussion. The 10 "selected" students were based on their age and their status as asylum seekers.

The initial general question was: “what can help you live better in Florence and what obstacles do you find to integrate into the city?”

First phase: presentation of the project; reading the consent for the use of the discussion recording; presentation of the keywords used such as: civic education, services, citizenship, integration; behavioural rules to follow during the FG; distribution of the questionnaires (see Annex1) to the students together with the consent to be signed

Second phase: reading the 11 questions, each question could express their opinions or write them on the sheet. During the discussions, the people who tended to speak were the most literate, adult and French or Portuguese native speakers. The younger ones, of Asian origin and recently in Italy, tended not to participate in the discussion, but took notes in their language. The moderator and the assistant tried to involve everyone with practical examples and personal experiences. The more shy women, however, at the end of the discussion reported their opinions on various subjects

Third phase. The topics dealt with concerned: the services known in the area, what it means to know and what it wants to use the services; what it means to be autonomous; how services and

branches of the municipality, prefecture, police headquarters, first aid, employment centre work; the importance of learning the local language but also knowing and dating local people with their habits and traditions; visit the places of local culture, museums, theatres, events, libraries, sports and recreational clubs; how to use the internet; who to contact for their rights (migrants' Associations, Institutions, Voluntary Organizations)

Fourth phase: general conclusions. Final discussion and collection of the questionnaires distributed where some has wrote notes and proposals, from which emerged **Needs, Obstacles, Contents and Tools**

NEEDS:

need to have updated, grouped and easily accessible information on the topics covered (online news or magazine); experiment with civic education courses by visiting the places of participation;
 deepen the study and practice of the Italian language in an intensive manner in presence, even with ICT and distance courses, with native speakers;
 information aimed at finding a job, obtaining residence permits, the functioning of the health and social care system, passive and active employment policies;
 basic knowledge of economics and finance to be independent in money management;
 knowledge of road safety education;
 knowing the cultural, sporting but also trade union and patronal associations to participate in the various community activities. *Civil service and volunteering could facilitate learning and inclusion: Volunteering as a form of integration path.*

OBSTACLES

Structural: with Salvini's security decree, the reception centres for migrants have decreased and have been merged into a few structures⁶, often far from CPIA schools, creating difficulties to reach the school; the operators of the reception centres are fewer and fewer and are unable to follow the children individually in school and career guidance courses; contributions for asylum seekers who have to pay a travel pass have also decreased. For these reasons, some students no longer attend school; school hours (3 hours in the afternoon) are not always compatible with the workers students.

At school: lack of computer labs, IWB and wifi; a few hours of Italian study per week, lack of practical information on services to citizens and migrants, lack of specific IT courses on law, road education, economics, environment topics.

Out of school: fragmented information, loneliness in the study, unfamiliarity with the local language; low competences in the use of the internet; operators at rude and hasty counters; few relationships with the locals and few opportunities to meet them.

Students learn more with word of mouth than with official channels, which are too many, complicated and dispersive.

CONTENTS

need to have: more information on services and regulations concerning migrants and locals;
 ICT knowledge and courses, Italian culture and history, economics and finance, English, knowledge of the labor market and services offered locally. Broaden the contents to the current legislation and training of job orientation.

⁶ Rapporto di Action Aid Centritalia 2020 <https://www.actionaid.it/informati/pubblicazioni/la-sicurezza-dellesclusione>

TOOLS

need for new teaching methods such as computer labs with computers, videos, podcasts, mobile, watching films, theatrical activities, educational visits to learn language and culture; responsible use of mobile phones and targeted knowledge of social networks; class witnesses representing associations and organizations; Stimulate non-formal and informal education with multimedia, game education, cinema and theater, greater relationships with locals.

The school should compensate the information and knowledge by aggregating it in a targeted way to migrants, making it easily accessible and online usable, as a podcasts or OERs Open Educational Resources

FOCUS GROUP REPORT

STAKEHOLDERS

Country: ITALY

Venue: meeting room of Social Co-operative “L’Albero”, via Pirandello 35,
Verona (Italy)

Date: January 10th, 2020 – from 09:15 to 11:00

Partner conducting the protocol: GLOCAL FACTORY (facilitator: A. Orecchio,
assistant: V. Quartaroli)

Participants:

Social – Health Authority “Aulss 9”: Gabriella Franzon, responsible of the office for migration issues of the District 4, comprising a population of about 200,000 inhabitants.

Centro sociale “Para Todos” (CSO) and D-Hub (meeting point for migrant women): Candela Corchero – activist, cultural mediator and trainer for handicraft.

Social Co-operative “Spazio Aperto”: Eleonora Rizzi, responsible of a residential center for young African women (victims of trafficking).

Cestim – Study & Research Centre for Migration, specialized in language learning and linguistic – cultural mediation: Tommaso Rinaldi, researcher, teacher and trainer.

Virtus Vecomp Verona – organization engaged in asylum seekers welcoming and inclusion: Massimiliana Della Camera and Margherita Aldrighetti, hubs coordinators.

This report is enriched with the interview of Stefano Schena, president of ASFE Verona and Trento – vocational training institution, who could not attend the focus group but answered to our questions the day before.

Introduction

Attilio Orecchio welcomes the participants and briefly introduced Valeria, himself and the shape of the Prom-Par project. Then explains the scope of this focus – group. Each participant introduces him/herself.

Guiding questions

1. What are the main issues around the socialization and integration of these groups at risk in the country?

- Precarious / weak legal status of a large part of migrant population.
- “Bureaucratic barrier” in legal procedures.
- Racism (and fear of “difference”) quite spread among the local population, that reached dangerous dimensions because of the role of media and the electoral advantage that this feelings bring to some political parties.
- Lack of a national policy that clearly define competences, resources, rules and quality standards for migrants’ education.
- Difficulties in learning Italian.
- Lack of education/training/support addressed to migrants, concerning requirements and procedures to participation and integration. Very often, a migrant or an asylum seeker is totally disoriented.
- Lack of a strong network that gathers the different, little communities of migrants and joins them to the local social tissue (for instance, in Verona there is an Association gathering a lot of people coming from Gambia and Senegal, but it works alone and is quite isolated from other groups). Mutual help among migrants and migrants’ associations/clubs can be a winning first step, because a “newly arrived” can trust more in them than in local people, and can start to develop friendship and social relations.
- At the moment, there are many actors but there isn’t any “movie director”. CSOs engaged in the field need new forms of coordination, organization and work, to share values and competences, to create synergies, to overcome a self-reference attitude.
- Other CSOs and enterprises, not actually engaged but that could help integration processes, are afraid of unpopularity (or in general are afraid of the challenge), so they avoid to adopt policies and initiatives for migrants’ inclusion.
- Lack of knowledge by CSOs and enterprises concerning migrant issues and their real profiles; this produce various difficulties, e.g. for job inclusion.
- Many intervention schemes are not based to the active involvement of the migrant him/herself. To listen and engage him/her is absolutely necessary to understand needs and search solutions.
- Migrants are not represented in the political and social life. They often are the “stone guests” in the local social life.

2. What is your impression – is education well-structured for migrants and Asylum seekers in terms of time, classes, information included, etc.?

3. Did you feel comfortable with using the materials available on civic education with migrants and Asylum seekers? Do you think there is a need for extra training for the professionals? (if yes, explore who would need training, how and where?)

Generally speaking, the group thinks that in Verona education opportunities exist and are wide, but with the following limits (many of which concern also the most disadvantaged groups of Italians):

- Operators often neglect that the first need for a migrant adult is to work and have incomes; education and training must be based, first of all, on this basic need.
 - Timing often doesn't meet migrants' needs and possibilities.
 - Audience is precarious (asylum seekers are not stable in the territory; migrants often start attending courses after their natural beginning and leave them before their natural end, etc.).
 - Part of audience is illiterate, and we don't yet belong effective methods to teach language (and consequently other subjects) to them.
 - Language learning is not crossed with job-oriented learning, so it appears abstract and useless.
 - Language learning is mainly based on formal methods, with a lack of offer of informal learning (e.g., "groups of conversation" in pubs and social hubs).
 - Formal education (offered by public school) foresees subjects and contents too difficult for most of migrants; difficulties grow for the language barrier too; traditional methods (lectures and so) are very distant to the normal way of learning of adults, especially if coming from extra-EU countries.
 - Access to courses is difficult for many segments of the target – group, e.g. for mothers with little children, because of the lack of baby-sitting, or for people living in villages, because of the lack of cars and buses...
 - Who is offering education and training, often neglects the need to firstly motivate migrants and to explain them everything (training objectives, methods, usefulness...) in a very simple way.
 - In general, available didactic materials are few, not specific and ineffective.
 - There is a lack of specific training / support for educators and trainers that must work with migrants.

Do you think that a specific teaching material is likely to improve the civic skills of migrants? If not, why not?

- 4. What are your thoughts on the format of such a teaching material? (explore different options i.e. separate sheets, information on the backside, posters etc.)**
- 5. What are your thoughts on the content that should be included? Is there anything that needs to come off? Is there anything you feel should be on and is not in the other teaching materials?**
- 6. How would it be easier to use/implement according to your opinion?**

- The group thinks that migrants' (civic) education must be based on an active and experiential pedagogy.
- Visual educational resources (like video-tutorials and other) can be very useful, more than texts and books.
- Educational resources should concern, first of all, "how to do" in daily tasks in the hosting country.

7. What you believe should be the civic education for migrants in order to facilitate and encourage their social inclusion?

- Crossed with mentoring (involvement of local people and migrants already integrated, as mentors for newly arrived migrants). Local associations and potential mentors (volunteers) must be trained on how to facilitate effective integration processes.
- Prepared by a careful work on motivation and linguistic-cultural mediation.
- More based on life- skills, on the one hand, and more job – oriented on the other.
- More occasions of informal language learning (like “groups of conversation” in pubs and social hubs).
- Internships in work-places could be a first step to address migrants to vocational courses, where they could also improve life skills and social competences.

Concluding question

Of all the things we’ve discussed today, what would you say are the most important issues you would like to express on the subject?

Networking (starting from migrants’ associations) and efforts to innovate methods and tools for migrants’ civic education.