

Points proposed by the BIC Committee of the CPIA in Padua for the DRESFI 'Definition of Relevant Steps towards Facilitating Inclusion' towards a welcoming education MANIFESTO.

1) Promotion of the Learning of the host country LANGUAGE and LIFELONG LEARNING

Implementing language learning, education, vocational training and paths leading to access to work. Language learning is a primary element but also parallel to other paths. Leaving a person immobile from the point of view of the training, awaiting the achievement of A2 or B1 competence level, slows down the inclusion process. A low level of linguistic competence should not prevent access to other training paths, which would, alongside the learning of other skills, also favor language learning.

2) Promotion of the AWARENESS of ONE'S OWN COMPETENCES, VALIDATION and effective COMMUNICATION.

Promoting the information and publicity of the bodies that accompany the drafting of the skills assessment, the portfolio structuring, and the drafting of a CV. Creating delivery points for this service with staff trained to deal with foreign users and low level L2. Advertising this type of service in places where this information actually reaches immigrants.

3) Creation of TERRITORY NETWORKS for ORIENTATION and OPPORTUNITIES

Promoting the structuring of a local project unit between public bodies (City, Youth Projects, Province, Employment Center), schools, Vocational schools, trade unions, training bodies, employment agencies, etc.) with spread info points in the area, where reception, skills assessment, portfolio structuring, CV drafting, job orientation are started. Info points where newcomers get to know how and where to look for work, where to find orientation to training, information about who to turn to, what opportunities there are in the territory.

4) SATISFACTION of BASIC NEEDS (health, school, home, security)

Promoting understanding of the health system, education system, security rules and coexistence through training courses and initiatives aimed at making information and services accessible to immigrants (see topics covered in Civic Education sessions carried out in Veneto CPIAs).

5) Engagement in ACTIVITIES and promotion of SOCIAL NETWORKS present in the TERRITORY

Inviting "to be part" through the practical sharing of skills in taking care of places through volunteering, participation in local initiatives, etc.. Letting immigrants learn about local initiatives and events and encouraging their participation by networking with educational agencies and to whom immigrants normally engage. Promoting participation in social solidarity, understood as a collaboration, making it known and informing newcomers about how to take part in it. Informing them about the existing social networks in the area.

6) Implementation of PROFESSIONAL TRAINING and access to work

Creating professional training courses for foreign adults with inclusive access rules.

7) Promotion of Continuing PROFESSIONAL AND TRAINING OF EDUCATORS

8) Simplification of the Transferability of Abilities Through the LEGAL RECOGNITION of the Same

Creating counters and train staff for the recognition of previous learning. Underlining the need for a policy for simplifying credit recognition (at least formal ones such as diplomas and degrees) and the need to create widely available and easily identifiable agencies or delivery points where this is possible. To see his skills recognized the student must have easy access to the tools needed to gain recognition, who to turn to and where to find him.

9) Sharing a SINGLE DOSSIER format between the various realities of the territory, with which the student interface with his "inclusion" path.

Using a Shared Dossier Format will speed up the transmission and progressive integration of the same path data.