



**FIT FOR THE
FUTURE**

Interview - Madrasa School

WP 2

Activity 1 (Leaders Interview)

Developed by xxxxxxxxxxxxxx | Month, Year



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Interview Metadata

Date of Interview:	17.08.2025
Interviewer Name:	Marco De Cave
Consent for data collection	yes
Additional remarks on the interview	

Meet the leader

Name:	Elisa Trifelli
Age:	44
Gender:	Woman
Current role and position:	Head of school
Years of Work Experience:	+10
Years in Leadership Roles:	4
Organization:	Madrasa school
Sector of Activity:	Inclusion/diversity
Country / City:	Italy / Cori
Organization Size:	<input checked="" type="checkbox"/> Micro <input type="checkbox"/> Small <input type="checkbox"/> Medium <input type="checkbox"/> Large

Main Interview Content

Interview Section	Summary of Answers	Selected Quotes
The Path to Leadership Key moments, challenges, values	The interviewee's leadership journey began with noticing the lack of connection between migrants and the local community. Together with educators from like-minded associations, she co-founded the <i>Madrassa</i> Italian language school nearly five years ago. Starting in the municipal library and supported by social services, the initiative quickly became a hub where migrants could learn language skills, access key information, and build bridges with local society. Core values guiding this path are inclusivity, trust-building, and collective responsibility.	<p><i>"I realized how difficult it was for the local community and the migrant communities to connect with each other, and I thought... we could start this journey."</i></p> <p><i>"We soon understood how necessary it was to have a place where people could meet, and where migrants could more easily access useful people with migrant background could meet."</i></p>
Your Approach to Leading Inclusion, decision-making, vision	Her leadership prioritizes people's dignity and participation. By celebrating achievements, keeping the school open year-round, and belonging to a wider network of inclusive schools, she ensures that everyone feels seen, respected, and included. Decision-making is collective, with students, volunteers, and teachers actively shaping activities. Guaranteeing free support to women, even more costly, has helped to become a very inclusive environment. Training sessions in intercultural pedagogy strengthen the team's cohesion and capacity. Her vision is one of shared ownership and empowerment.	<p><i>"We never start only from abstract criteria — we always ask ourselves: what do the people who come to us actually need right now?"</i></p> <p><i>"We encourage students, volunteers, and teachers to propose activities, to bring their own culture and experience as a resource."</i></p>
Driving Change Strategies for sustainable and positive outcomes	The school generates social change by fostering inclusion, intercultural dialogue, and sustainable practices. By remaining open even during summer, it prevents isolation of migrants. Decisions are informed by dialogue with students and partner organizations, ensuring relevance and responsiveness. Impact is measured through enrollment rates, exam completion, volunteer retention, and qualitative feedback on inclusion. Beyond results, the school has become a trusted reference point in the community, especially for women and young people seeking empowerment.	<p><i>"We have seen many people, especially women, decide to look for a job, to ask for help in writing a CV."</i></p> <p><i>"I believe that collective participation, combined with the ability to listen, is the best way to find direction even in the most uncertain situations."</i></p>



<p>Bias & Belonging Tools, practices, awareness</p>	<p>Madrasa actively works against prejudice by creating spaces of recognition and belonging. Diplomas are awarded in public ceremonies with municipal authorities, granting visibility to migrants' achievements. Intercultural social events dismantle stereotypes, while universal access — including for undocumented people — reinforces the principle that education is a right. Active participation ensures every voice is valued. The leader stresses decentering and listening as essential practices for making diversity a source of strength.</p>	<p><i>“This practical choice sends a clear message: access to learning and community should not depend on legal status.”</i></p> <p><i>“I’ve learned that inclusion means, above all, accepting to decenter yourself — not seeing the school as a place to transmit knowledge, but as a space where everyone brings something valuable.”</i></p>
<p>Sharing What Works Inspiration, examples, transferable tools</p>	<p>The school’s transferable practices include providing childcare/flexible scheduling/remote learning to enable women’s participation, adapting schedules to participants’ needs, organizing intercultural events, and celebrating achievements publicly. Internal volunteer training fosters skills in cultural mediation and inclusive pedagogy. The leader draws inspiration from exchanges with other schools, listening to students’ lived experiences, and shared learning within the network. These routines demonstrate that inclusion is built through daily organizational choices, not abstract principles.</p>	<p><i>“We involved people who take care of the children during lessons. This way, mothers can attend without giving up on their education.”</i></p> <p><i>“Inclusion and representation are not built only through statements of intent, but through daily and organizational choices that truly allow people to participate.”</i></p>





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