

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.

PART I CONTACT DATA	
Name of the organization implementing the action	EmPATI gGmbH, Project: Neu_Raum. Neuköllner Raum für Orientierung und Teilhabe
Website/Social Network	https://www.neuraum-nk.de/
Name of Contact Person and Role within the project/teaching programme	Katrin Osterloh
E-mail	info@neuraum-nk.de
Phone (not mandatory)	030 232 5590 82
Address (Town and Country)	Berlin, Germany
Are you part of any national, European or International thematic network	No
PART III INFO ON THE INCLUSIVE EDUCATION & TRAINING PRACTICE	
Number of teachers/educators/trainers/volunteers or other operators involved	Project (Team): 1 project manager 1 job coach (systemic approach) 1 employee for accounting & finance 1 assistant employee, mainly mentoring + 9 freelance teachers from 3 different companies 1 vocational trainer (carpentry) 1 freelance job-coach
Does it involve:	
Refugees	yes
Migrants in general	yes
Operators and educators working with migrants/refugees	yes
Local Communities	yes
Other (please specify)	yes, companies
Characteristics of participants (nationality, age, any other interesting)	International (i.a. Syria, Kuwait, Russia, Italy, Croatia, Turkey, Serbia, USA, UK); participants have to be at

characteristic)	least 25y. Average is between 25 and 35; some are up to 50y/old
Average number of learners	3 groups of ~ 7 people = 21 p.a.
Sex disaggregation of participants (if available)	Unintentionally it turned out to be dominated by women (17 out of 21)
Concise description of the learning experience ()	<p>Project contains 3 pillars –</p> <ol style="list-style-type: none"> 1. Theoretical and practical workshop of 60+ h in one of three vocational fields (A. media/communication; B. Technical Drawing/AutoCAD and C. wood processing/ carpentry). Participants get to know tools and skills to <i>draw, market</i> or <i>build</i> a specific set of furniture for charitably and/or public use – the so-called <i>Stadtmöbel-Set</i>. 2. Support toward job-integration via systemic and/or job coaching: individual coachings as well as group coachings 3. Mentoring and networking. Together with the participants a process for social engagement has been kickstarted. The project-based mentoring-program sees itself in an initiating, moderating and supporting (resources, potential, experience) frame for any upcoming ideas and potentials through participants. In addition, the produced furniture (Stadtmöbel) are being used as a tool to connect with other initiatives in the neighbourhood etc. This third pillar should strengthen the social integration as well as a mutual social support system
Have you established a satisfactory collaboration with the public service network, including schools, vocational centres and Universities?	<p>We are closely engaged with a local public service network: various departments in Bezirksamt Neukölln (district authority), Neukölln-based <i>Quartiersmanagements, Jobcenter Neukölln, Handwerkskammer Berlin, Heinrich-Mann-Schule</i></p> <p>We also cooperated with the Otto-Suhr-Volkshochschule Neukölln</p>
Have you established a satisfactory collaboration with other civil society activists?	<p>We are in contact with/part of several local players, initiatives and communities as the Harzer Schwung, Runder Tisch Flüchtlingsintegration Neukölln, Alpha-Bündnis</p>
Have you established a satisfactory collaboration with migrant communities representatives, if any?	<p>Deutsch-Arabisches Zentrum (DAZ), Aufbruch e.V., ZeBuS e.V.</p>
Have you created a link/value chain with local social and educational services?	Not yet.
On line platform or app for e-mobile learning, if available	-
Strengths of the approach	<p>Strength lies in the diversity and comprehensiveness of the approach. Participants are accompanied at many stages of finding a profession and are educated in</p>

	<p>theoretical and practical skills.</p> <p>The program is free (so they don't have to pay) and it takes place mainly during weekends (so that it's still possible to meet other obligations as language classes etc.)</p>
Weaknesses of the approach	As much as the participants learn in the workshops this is a qualification and orientation measure instead of an officially approved apprenticeship
Indicators of success	<ul style="list-style-type: none"> - Participants find a job or at least find out what vocational field they want to work in - Participants get better understanding of personal objectives and obstacles and find a way to handle them - Participants take place in local mentoring program/ social engagement
Story telling (anecdotes) worth to be reported	
Project Homepage/Social Network if any	See above
Training kits or tools available online	
How is the activity financed (public, private funds, project based)	<p>Project-based: public and few private funds. Mainly through the ESF (European Union), Land Berlin (Senatsverwaltung für Integration, Arbeit und Soziales) and Bezirksamt Neukölln (Integrationsfonds).</p> <p>Also supported by Stiftung Pfefferwerk and the Mieterberatung Prenzlauer Berg GmbH.</p>
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.	<p>Its met by over 60h of theoretical and practical training and a certificate the participants receive in the end (as formal proof).</p> <p>Besides there is a lively exchange of professional as well as cultural experiences throughout the workshops between participants and teachers.</p>
2. Hosting, understood as the recognition of the common humanity of the other person and his/her needs and aspirations, without discrimination	<p>Non-discriminatory behaviour is groundwork and basic assumption of our work.</p> <p>The project is meant to meet needs and support individual aspirations as well as difficulties of clients (esp. in coaching).</p>
3. Solidarity, intended as an enhancement of sharing, reciprocity and mutual self-help	Strengthen a network and social engagement that might help participants in future to support each other even after the project's finished. It's meant to support being part of a social, local neighbourhood.

<p>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.</p>	<p>In workshops we try to find a paste of input that for the slower and faster participants is ok – nobody should feel subchallenged or overstrained. If there is an ‘outstanding slow’ participant, a project employee sits with them to make sure he/she can follow up</p>
<p>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>metissage</i> between different stories, cultures and interpretations of the world</p>	<p>Should be a matter of course. By strengthen the community/ neighbourhood through engagement and inclusion of all humans we try to contribute to a diverse future of mutual respect and recognition.</p>
<p>6. Accountability of the Institutions and the Third Sector, seen as an instrument of transparency and security for all citizens and their associations.</p>	<p>Participants get trained and qualified for jobs in third sector. Also, we try to establish a network of enterprises willing to support the participants with internships, visiting etc..</p>
<p>7. Networking to strengthen collaboration and stimulate creative synergy and social innovation</p>	<p>Third pillar of the project. During the project a format of engagement and therefore network will be established, where participants can contribute their ideas and creative flow at any time</p>
<p>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.</p>	<p>--</p>
<p>9. Centrality of narrative approach, understood as a research method and a tool for respectful dialogue on the “stories” that make "History"</p>	<p>Sensible language and expression in general. E.g. participants aren’t ‘part of a project’ but ‘taking an offer we made’</p>
<p>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</p>	<p>As much of a groundwork as non-discrimination.</p>

Please add anything you might see fit:

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

Date and Place:
Berlin, May 2019