

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	Unterstützer_innenkreis Strassburger Strasse 
Website/Social Network	www.strassburger.berlin
Name of Contact Person and Role within the project/teaching programme	Henry Koch, coordinator
E-mail	kontakt@strassburger.berlin
Phone (not mandatory)	+49 30 6147777
Address (Town and Country)	Berlin, Germany
Are you part of any national, European or International thematic network	Part of "Pankow Hilft!" the regional network of volunteer groups in refugee help in Pankow (a "Stadtbezirk" of Berlin with ~ 400.000 inhabitants)
PART III INFO ON THE INCLUSIVE EDUCATION & TRAINING PRACTICE	
Number of teachers/educators/trainers/volunteers or other operators involved	All in all 50; divided into 5-7 in the "German for refugee women" cluster (GFRW), 10-14 in the "homework/extra lessons" cluster (HW/EL) and 3-4 in the "Learning your first language" (LY1L) cluster
Does it involve: Refugees Migrants in general Operators and educators working with migrants/refugees Local Communities Other (please specify)	Yes Yes Yes Yes
Characteristics of participants (nationality, age, any other interesting characteristic)	GFRW: (mostly) Syrian, Afghan, Iran, Iraq. 18-84. HW/EL: Syrian, Afghan, Iran, Iraq, Balkan-countries LY1L: as above for Arabic and Farsi, 18-45

Average number of learners	GFRW: 20 (5 days x 1h/per week) HW/EL: 20 (altogether) (8x1h/per week) LY1L: 10 (1x2h per week)
Sex disaggregation of participants (if available)	GFRW: female (100%) HW/EL: 50/50 LY1L: 50/50
Concise description of the learning experience ()	<p>GFRW: Lessons started 3 years ago. Literacy and learning some “everyday german” was the initial plan and first action. Especially for women who would not leave the “home” at all it was needed to get the necessary confidence to go out of the “home”. With some time passing by a women group was formed, extending the language learning into an active exchange between the women of different countries (languages) of origin as well as the volunteering women of the Unterstützer*innenkreis (UK). Additional activities like excursions to marketplaces, museums, concerts, the sea and to companies were planned and realized together, in order to see the various chances and possibilities especially for women in Germany. The refugee women felt (and feel) more and more able and empowered to articulate their needs and plans as well as the reasons that makes it hard(er) for them to achieve their goals.</p> <p>Courses and information workshops were organized - like a Computer course including knowledge about safety in the internet and personal data as well as how to deal with a mail address and online research. Or, in another workshop: how to deal with the big piles of official papers people get sent from the authorities. In short: language as the key to empowerment, participation and self-defined life.</p> <p>HW/EL: started 4,5 years ago in a small scale but on a regular basis. Soon the volunteers could cover 3 days a week, helping the children with their homework. It was one basic way to find mutual contact and trust between volunteers and refugees. The precise “content” was defined by the requirements of the schools and by what we saw as the most hindering deficits. It included mainly german and math, but also aspects like respect and mutual support amongst the children. These days the 11/12 to 14/15 y/o children face the problem, that they’re all put into “normal” classes by the authorities, even if they had significant “gaps” in subjects like maths and english (because they simply missed some years of school). In order to close the gaps or to find strategies to deal with recent topics (even though the gaps are there) + to close them “on the run” we established the extra-lessons with 2 to 3 “teachers” in a group of 5-8</p>

	<p>pupils. That started recently, since the problem occurred in autumn 2018.</p> <p>LY1L: The main aim was to enable Arabic and Farsi speaking illiterates to learn how to read and write their First language. This was articulated by the later participants of the lessons themselves. We organised volunteering native speakers and the lessons are well attended.</p>
Have you established a satisfactory collaboration with the public service network, including schools, vocational centres and Universities?	<p>GFRW: The teachers are former german teachers and migrants HW/EL: volunteers, students LY1L: students</p> <p>In general, the contacts were made throughout a more personal than institutional approach.</p>
Have you established a satisfactory collaboration with other civil society activists?	<p><i>Multitude</i> is one of the organisations that offers help learning German for quite a long time and is involved in the “home” (shelter) in Strassburger Strasse even longer than us. We established a good cooperation.</p>
Have you established a satisfactory collaboration with migrant communities representatives, if any?	Not really
Have you created a link/value chain with local social and educational services?	Not in an institutionalized way but as an individual coaching. That means we’re connecting refugees with organisations that can support them with their needs/aspirations. But for us, the first step is always: empowerment in an save environment in order to widen the radius of experience and interest.
On line platform or app for e-mobile learning, if available	No
Strengths of the approach	Close, individual, intense contact. Trust as a basis for openness. Group dynamics enable individual confidence. This creates a save space, where all sorts of needs, problems etc. can be discussed and together we look for ways out, solutions, strategies etc.
Weaknesses of the approach	We cannot hand out certificates. Since the participation is not obligatory we experience some fluctuation (but that gives us the opportunity to improve and/or to question the activities...)
Indicators of success	<p>GFRW: language acquisition but also the increasing confidence and independence of the women HE/EL: more successful learning at school but also the increasing social skills of the kids LY1L: It’s always good if people can read their first language</p>
Story telling (anecdotes) worth to be reported	<p>A woman told us in 2016: “I want to work in the cellar”. (meaning the wardrobe <i>Kleiderkammer</i>). She simply did not want to leave the “home” at all. Today she is all freely moving around in the neighbourhood and all of Berlin.</p> <p>A (quite young) woman told us she wanted to become a</p>

	pilot. But she had no school certificate at all. Now she is doing a MSA. Quite a way still to go but a start...
Project Homepage/Social Network if any	No specific one (homepage: see above)
Training kits or tools available online	No
How is the activity financed (public, private funds, project based)	GFRW: donations for material, 2018 project based funds for excursions etc. HW/EL: donations for material LY1L: project-based funding for 3 months
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.	Very good
2. Hosting, understood as the recognition of the common humanity of the other person and his/her needs and aspirations, without discrimination	Very good
3. Solidarity, intended as an enhancement of sharing, reciprocity and mutual self-help	Very good (The fact that we do our best to be on eye-level does not mean we are in fact. Many facets show, that the resources and chances for the refugees are much harder to attain. To find their way in a society that we know much longer constitutes a gap in experience with the everyday life here, that takes some energy to deal with - in a good way.)
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.	GFRW: Women, who are afraid to leave the house: Learning the language in a safe, supportive space, going "out!" together in the beginning, managing everyday life situations together takes away fear and gives confidence to finally go out by themselves. HW/EL: Support of children to obtain one of the most precious goods: education, knowledge, social skills LY1L: enable illiterates to read and write their 1 st language...
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	We do invite each other. We have convivial and cultural events, we talk a lot to each other. The confidence is there but sometimes hard to maintain: Major problems are 1. the housing situation in the accommodations with little space, shared bathrooms etc. and little chance of finding individual homes 2. the high requirements in order to find a

	decent job and lead a self-defined life
6. Accountability of the Institutions and the Third Sector, seen as an instrument of transparency and security for all citizens and their associations.	We are open to all people who want to support us and explain clearly how we work, what we have done, problems, solutions etc. We are always in close contact with the refugees in Strassburger Strasse
7. Networking to strengthen collaboration and stimulate creative synergy and social innovation	We are in close contact with Pankow Hilft! (s.a.) other social organisations and the regional government.
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 participated in a research project previously: https://www.desi-sozialforschung-berlin.de/ report being published here results soon.
9. Centrality of narrative approach, understood as a research method and a tool for respectful dialogue on the "stories" that make "History"	Happens all the time when in contact with the refugees.
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	Very good.

Please add anything you might see fit:

I would like to say, that my English is not really update, especially not concerning politically correct speech. So I apologise for any use of words that is these days considered disrespectful or in other ways not appropriate. If you spot anything of that kind, consider it replaced with the up to date way of expression. Thank you

Name of the person in charge of filling out the grid
Henry Koch (revised/completed by Lena Falkenberg in May 2019)

Date and Place
Berlin, 10.3.2019