

Manifesto for Inclusive Learning Intellectual Output 1

Use of Cultural Mediators at Helinä Rautavaara Museum's Global Education Projects (2016-2019)

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 trough 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	Helinä Rautavaara museum
Website/Social Network	www.helinamuseo.fi
Name of Contact Person and Role within the project/teaching programme	Ilona Niinikangas. Curator of education, museum director.
E-mail	info@helinamuseo.fi
Phone (not mandatory)	+35846 8511 815
Address (Town and Country)	Siltakatu 11, 02770 Espoo, Kauppakeskus Entresse, Finland.
Are you part of any national, European or International thematic network	
PART III INFO ON THE INCLUSIVE EDUCATION & TRAINING PRACTICE	
Number of teachers/educators/trainers/volunteers or other operators involved	Museum staff: 3 Cultural mediators: 10
Does it involve: Refugees x	The cultural mediators are people with migrant or refugee back ground. In global education projects we

Migrants in general x Operators and educators working with migrants/refugees x Local Communities x Other (please specify): x	work closely with different NGOS dealing with environmental themes, refugees etc.
Characteristics of participants (nationality, age, any other interesting characteristic)	The cultural mediators are mostly women with migrant back ground living in the capital area. 2/3 had spent many years at home with children. The participants have included nationals of Somalia and India. All have had a working knowledge of Finnish. All women had participated previously in museums projects or in house training at the museum. The level of education varies from elementary school to university level. The only connecting factor is that they have been outside working life in Finland (some had long work experience in other countries).
Average number of learners	10 participants (on going)
Sex disaggregation of participants (if available)	All participants have been women
Concise description of the learning experience ()	<p>The idea is to utilize the knowledge of cultural mediators on the museum's global education projects. The personal testimonies add extra value on the information and learning experience that museum gives for the public through exhibitions, guided tours and other events.</p> <p>The cultural mediators work closely with museum staff. They lead workshops on topics such as cultural heritage (cooking, poetry, annual festivals etc) or give testimonial talks on the effects of climate change or on their life as a refugee. The encounters with the public are practiced together with museum staff.</p>
Have you established a satisfactory collaboration with the public service network, including schools, vocational centres and Universities?	Yes. In 2019 we started a closer co operation with Espoo city's project targeted for unemployed people to give them chance to gain new work experience through in house training.
Have you established a satisfactory collaboration with other civil society activists?	Yes. In the same projects we work with NGOs dealing with climate change and migration.
Have you established a satisfactory collaboration with migrant communities representatives, if any?	Yes. Persons from migrant communities helped to find participants.
Have you created a link/value chain with local social and educational services?	The migrant women can practice their working life skills at the museum and enjoy the sense of community.
On line platform or app for e-mobile learning, if available	-No.

Strengths of the approach	<p>The unemployed migrant women discovered new skills by learning to lead workshops or give short presentations at the museum.</p> <p>The school children and the audience has given good feed back from the approach, as well the funders. Cultural mediators are effective because of their personal testimonies and real life stories.</p>
Weaknesses of the approach	<p>Much guidance is needed since every case is different. One must always be very careful not to strengthen stereotypical images of migrant women as the “other”.</p> <p>The contents (workshops and personal narratives) are practised together with museum staff. The museum staff must make museum a safe zone for mediators to operate.</p>
Indicators of success	See Strengths of the approach below.
Story telling (anecdotes) worth to be reported	-
Project Homepage/Social Network if any	-
Training kits or tools available online	
How is the activity financed (public, private funds, project based)	Projects have been funded by a grant from the Ministry of Foreign Affairs.
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.	Personal stories and experiences were shared in talk. The participants decide how they approach the themes they have chosen.
2. Hosting, understood as the recognition of the common humanity of the other person and his/her needs and aspirations, without discrimination	With the support of the museum, the women who have been active agents in the own lives become also active agents in the society.
3. Solidarity, intended as an enhancement of sharing, reciprocity and mutual self-help	The participants were able to share their thoughts and experiences with others and get collegial support from the museum staff.
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.	The aim of the on going project is to strengthen the participants' cultural identity (especially and open new pathways to Finnish society AND educate the Finnish audience on chosen global topics.
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	The purpose of the project is to recognize skills that participants already had and which they could utilize later, learn new and open up links to the society.
6. Accountability of the Institutions and the Third Sector, seen as an instrument of transparency and security for all citizens and their associations.	Participants were called to the project with an open invitation-
7. Networking to strengthen collaboration and stimulate creative synergy and social innovation	Museum works with development NGO and training programs by the city of Espoo.
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.	The participants are able to choose the themes that they would like share with the public.
9. Centrality of narrative approach, understood as a research method and a tool for respectful dialogue on the "stories" that make "History"	Participants and museum staff shares stories and life experience. There is much quiet mutual learning going on. Everyone has chance to interact with each other. The museum staff often receives additional information from museum objects as

	well.
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>Trainees have a chance to share their own cultural expertise at the museum space and by doing so become visible in the society. The topics of workshops and talks are chosen in a way that they make the exhibition experience richer for the public. The global education on refugees, climate change and other topics is more effective when there are personal, real life stories.</p> <p>The arranging encounters between trained cultural mediators and public, the museum aims to fight racisms and help people to see outside their “bubbles”.</p>

Please add anything you might see fit

Name of the person in charge of filling out the grid I

Date and Place

5.11.2019 Espoo, Finland

Ilona Niinikangas, museum director.