

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 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	Gemeente Leiden JA Statushouders (Leiden Municipality, project JAS)
Website/Social Network	www.jongerenopdearbeidsmarkt.nl
Name of Contact Person and Role within the project/teaching programme	
E-mail	
Phone (not mandatory)	
Address (Town and Country)	Leiden, Netherlands
Are you part of any national, European or International thematic network	ESF subsidy for youth participation; AMIF: migrant and refugee organization
PART III INFO ON THE INCLUSIVE EDUCATION & TRAINING PRACTICE	
Number of teachers/educators/trainers/volunteers or other operators involved	30 people as educators, additionally we have volunteers as mainly mentors; 700-750 recent refugees
Does it involve: Refugees Migrants in general Operators and educators working with migrants/refugees Local Communities Other (please specify)	JAS: aimed at integration and labor market participation recent refugees JA+: at people with migrant background JA: youth

Characteristics of participants (nationality, age, any other interesting characteristic)	70% Syrian (higher than nationally), 10% Eritrean. Age: 20-25%: between 18 and 30; around 35% 30-40 years old
Average number of learners	Max 15 per group
Sex disaggregation of participants (if available)	60:40 (m:f)
Concise description of the learning experience	See below
Have you established a satisfactory collaboration with the public service network, including schools, vocational centres and Universities?	Civic integration program is externally organized, municipalities are not responsible (not their mandate). But close communication and interaction with the trajectory.
Have you established a satisfactory collaboration with other civil society activists?	Mentors are volunteers – buddies that help the newcomer settle in the city, in the neighbourhood. Other organizations
Have you established a satisfactory collaboration with migrant communities representatives, if any?	Volunteers as mentors when new comers arrive in the municipality
Have you created a link/value chain with local social and educational services?	Yes, as much as possible. The Dutch legal system does not allow municipalities to ‘take control’ over integration trajectories. We can only advice. We try to support migrants in that choice. We work with local schools (mbo) and have been able to support students in the first steps of the trajectory in a special class room with supplemental support based on needs
On line platform or app for e-mobile learning, if available	-
Strengths of the approach	Individual support, we look at the individual circumstances and personal needs, individual possibilities and opportunities. Attention for the person is very important, not just in JAS but in all the three programs. You can see a person grow because of attention and support. When refugees have finished the integration course, they can continue in JA+ where language is taught by us. But we cannot combine the groups because of funding specifications.
Weaknesses of the approach	‘After care’ on the job. We help people access the labor market but we do not continue support after they have a job. We lose track of them because of the system. So we do not know if they successfully finished integration for example. Or we cannot help them ‘on the job’. We do not provide for the specific language needed in the trades, we should develop a program with employers. Because our language teachers do not know the jargon of each trade. And we notice difficulties on the job because of the culture of the specific organization. Some organizations have a ‘hard’ sense of humour –

	<p>hard to understand as an outsider and even harder when you do not know the language that well.</p> <p>Also: an information point in the evening for when people that work have additional questions, about finances, about provisions. Would be good for a large group of people not just recent refugees.</p> <p>It would be good to make that connection with the integration system but as a municipality, we cannot do so in the current system</p>
Indicators of success	<p>People becoming independent of welfare (uitkering). But we realize this is not everything. We do not register the (entry) level of the job, most people work below their qualifications. And if people move out of the municipality, they become 'independent' in our system. We do specify this in the results but still...</p>
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)	EU subsidies, AMIF and municipal money
Pictures	

Program:

The first example of a local approach in the municipality of Leiden is the program "JA Statushouders" (YES Status holders) that offers an intensive training for recently arrived refugees. The 'JA' projects started in 2009 to help battle youth unemployment; the program includes recent refugees since 2015¹.

The goals of the program *JA Statushouders* (JAS) are:

- Help status holders achieve economic independence as soon as possible
- Self-reliance of status holders
- Social participation status holders
- Well-being of status holders

Leiden municipality has developed a holistic approach based on welfare provisions and an intensive counseling program. The program, 24x24, consists of four periods of 24 weeks in which the status holder participates for a minimum of 24 hours. The program takes three years. Every adult status holder who receives welfare benefits is required to participate.

The program is composed of different topics:

- The start: introductions, diploma validation, assess digital capacities, start with language courses

¹ Recent refugees that were assigned to Leiden, Leiderdorp, Oestgeest and Zoeterwoude

- Vitality and lifestyle: physical and mental wellbeing
- Conversations: intercultural communication with and for status holders to build new frameworks (in own language)
- Mentor program: every status holder is connected to a volunteer mentor
- Participation Declaration
- Civic integration program
- Orientation on schooling and support for continued education
- Orientation on labor market and counseling at work

Individual counseling is planned with the client manager; the Refugee Council supports the client for a year in administrative and legal aspects; the mentor supports for the first six months.

Figure: Civic integration in Leiden

12 weeks	12 weeks	24 weeks	48 weeks	48 weeks
Individual conversations with client manager				
Intake and start of civic integration	Civic integration	Civic integration	Civic integration	Civic integration
Starters group	Conversations	Conversations Participation declaration	Work support and training program	Work support and training program
Mentor project				
Social support Refugee Council	Social support Refugee Council	Social support Refugee Council	Education: skills and emancipation	Education: skills and emancipation
Support towards education				
Health and lifestyle				

Source: <http://www.jongerenopdearbeidsmarkt.nl/index.php> (12/08/19)

Meetings with the client manager take place at least every four weeks. The municipality considers the social welfare benefits as a transitional safety net linked to the general participation legislation structure. Status holders are connected to the general provisions while following the educational trajectory of the civic integration program. (Economic) independence is the main goal of the program, but self-development and education are important on the road to independence. While every type of work is ‘suitable’², the aim is to match with the profile and capacities of the individual. For the client there are different tracks: the ideal track and different alternatives. If the road to the ideal appears to be too complicated or not attainable, one of the alternative tracks is aimed for (after about two years). For status holders younger than 30 years old, education is central. All recent refugees in the municipality are linked to a mentor, an ‘extra neighbor’, for support and for network building.

The trajectory to work is almost always connected to one or more internships to gain experience on the Dutch labor market. If people need follow-up support, for example because a first job was not successful, they are reconnected to the program.

The success of the approach seems evident from the numbers of recent refugees that have been able to find access to the labor market in the region of Leiden – 48% of the participants is not

² In the Dutch welfare system, you cannot refuse a ‘suitable’ job offer (passend werk).

welfare dependent anymore. Compared to national percentages – where only 11% of the recent refugees are employed after 2,5 years and 84 percent was dependent on welfare after 2,5 years³.

The program of the municipality reflects an approach that takes into consideration the results of different studies on labor market participation of recent refugees. *For example, the Scientific Counsel for Government Policy (WRR: Wetenschappelijk Raad voor het Regeringsbeleid) concluded that several steps would benefit the inclusion of recent refugees on the labor market. They advise to develop programs that have a holistic approach⁴.*

Principle	How is it 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.	It is important to dedicate enough time and intensity to the trainings so that bonding and mutual trust between trainer and trainee develop
2. Hosting, understood as the recognition of the common humanity of the other person and his/her needs and aspirations, without discrimination	We always work from equality and solidarity. In the training “The Conversation” of 18 weeks, there is broad attention for the different backgrounds and aspirations of the participants. In the groups that train on orientation on the labor market, the dream of each individual is central; in the follow-up, the dream is placed in the context. Together with the participant, a plan is designed
3. Solidarity, intended as an enhancement of sharing, reciprocity and mutual self-help	Solidarity is common in each and every culture, the content of the word differs per context. In our trainings we look at the meaning of solidarity in the Dutch context and it is contrasted with other cultures
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.	This is a direct consequence of the answer of 3. So yes
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 explicitly give room to people to learn and exchange knowledge, experiences, and dreams. We do not only teach but we want to be taught, and together with the participants, we shape the content of the trainings

³ http://www.jongerenopdearbeidsmarkt.nl/images/JASfolders/20190514-Project_IAS_folder_resultaten_gesplitst_zonder_aanbevelingen.pdf. (22/07/19) The national percentages and local percentages are not completely comparable.

⁴ <https://english.wrr.nl/publications/policy-briefs/2016/02/16/no-time-to-lose-from-reception-to-integration-of-asylum-migrants>

6. Accountability of the Institutions and the Third Sector, seen as an instrument of transparency and security for all citizens and their associations.	Continuous quality checks and monitors. Transparency and accountability towards participants
7. Networking to strengthen collaboration and stimulate creative synergy and social innovation	We organize a number of meetings annually with our partners in the city to look for ways to best support recent refugees. We collaborate with a number of partners in the region: as UWV (employment agency), MBO (school) and the general reintegration partner of the municipality. We also work with the Refugee Council (VluchtelingenWerk)
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 use social innovation as a method to improve our trainings and training materials. We rely on scientific research and experiences in practice
9. Centrality of narrative approach, understood as a research method and a tool for respectful dialogue on the “stories” that make "History"	We use evaluations, written and oral, to improve our training and to shape new policies
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	We hope to learn at least as much from the participants as they learn from us. We aim for a valuable exchange of experiences, knowledge and dreams.

Date and Place: Leiden, 19 September 2019