

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	Stichting Lemat
Website/Social Network	www.stichtinglemat.com
Name of Contact Person and Role within the project/teaching programme	Adia Tecle
E-mail	Adia.tecle@gmail.com
Phone (not mandatory)	-
Address (Town and Country)	Rotterdam, The Netherlands
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	1 coordinator and 9 other volunteers Between 30-40 participants
Does it involve: Refugees Migrants in general Operators and educators working with migrants/refugees Local Communities Other (please specify)	Yes, since the project is focused solely on Eritrean refugees.

<p>Characteristics of participants (nationality, age, any other interesting characteristic)</p>	<p>The project is focused on Eritrean refugees. The participants are all men, almost all of them are uneducated.</p>
<p>Average number of learners</p>	<p>35</p>
<p>Sex disaggregation of participants (if available)</p>	<p>There was no intentional focus on either gender. However, almost all participant throughout the project thus far are exclusively male.</p> <p>Quote of interview project coordinator: <i>“There was one young man, I met him the other day with his wife and child – I did not even know he had a family. He told me, he should bring her to the meetings, he said she is much smarter than him. I think women are a bit faster in their integration, in learning. They are a bit more patience, willing to practice. The men just want to start and do thing. But in general, it is mainly men that come here. And the male female ratio in migration is not even, commonly the men come first and the women join them when they are established, because of the dangers of the route.”</i></p>
<p>Concise description of the learning experience ()</p>	<p>The goal of the project is to assist Eritrean refugees with their integration process in the Netherlands, specifically Rotterdam. This is done through organizing communal activities where day-to-day (potential) problems and challenges are discussed and explained.</p> <p>Through a cultural exchange with local Rotterdam neighbourhoods, the project seeks to increase their cooperation with the municipality.</p> <p>Furthermore, there is the opportunity to engage in language courses (which are not provided by the project itself). However, the project includes multiple volunteers who assist the participants with homework they receive from language and integration courses.</p> <p>One of the volunteers is working on a specific program with specific materials, suitable for different learning styles in the target group. In the future they might want to focus more on the transition to labor market participation – through internships or direct</p>

	<p>participation.</p> <p>The trainings they provide focus on empowerment. They cover eight different themes (see website).</p>
Have you established a satisfactory collaboration with the public service network, including schools, vocational centres and Universities?	<p>Not satisfactory with the municipality. Could be more collaborative but it is not ruled out that this might happen in the future. This also has to do with the political climate in Rotterdam. Although representative of the district Zuid visited the project, and they reported positive findings.</p> <p>1 vocational training school (Zadkine) with whom the collaboration is satisfactory.</p>
Have you established a satisfactory collaboration with other civil society activists?	<p>At the moment not yet. There are however plans to involve church leaders in the future (also to increase the number of female participants).</p>
Have you established a satisfactory collaboration with migrant communities representatives, if any?	<p>With and for male participations yes.</p> <p>Quote from the interview with the project coordinator:</p> <p><i>“Recent refugees seem to find us rather easily. We are pretty well-known in Rotterdam among the target group. All our coordinators and organizers are fluent in Tigrinya and have a refugee background themselves (1st or 2nd generation). Most kind of come to look around, to see what we do, and then come back – they are kind of suspicious at first. The language helps, most Eritrean refugees do not speak English or speak it very poorly. They are having trouble finding the way in Dutch society and cannot solve their problems by themselves. The support of our volunteers helps them a lot and is very needed. And because they learn Dutch at a slow pace, on average, they stay connected to us.”</i></p>
Have you created a link/value chain with local social and educational services?	<p>Zadkine (MBO College – vocational training) assists the project, by looking at possible intern placements and even educational placement. The college however, expressed their concern that the level of education that they provide might be too complex for most refugees that we support. At this moment we are looking with the school if the refugees could start on a more basic level and where.</p>
On line platform or app for e-mobile learning, if available	<p>No this is mostly done through sharing experiences (mouth-to-mouth).</p>

Strengths of the approach	Individual focus on and for the participant. Looking at opportunities specific for the individual's needs.
Weaknesses of the approach	<p>No female participants. They are looking at ways to involve women as well, but it is very hard to reach them (due to traditional gender roles at home). In the future they would also like to integrate the language courses in the project itself.</p> <p>Since the level of education in this particular group is extremely low, they ideally would have teachers that take them step-by-step through the materials. They find that language is really crucial, and notice that the people that have an internship or a job, learn much faster than the others.</p>
Indicators of success	The successes are measured on an individual level and are therefore hard to quantify
Story telling (anecdotes) worth to be reported	<p><i>"Most of our target group escape Eritrea by traveling to Sudan and then to Libya. From Libya they try to take the boat to Italy and then find their way in Europe. The last few years, the war in Libya has created a lot of issues. The people do not talk much about their past and the journey but it was a journey with hunger, people dying on the way, rape, kidnappings where families had to send money. And then they had to make the boat trip from Libya to Italy in a small, weak boat. All of it is traumatic, some people survive but not all. And then they get to Italy they go their own way, often they get separated. So before they get here, they have been through a lot.</i></p> <p><i>When they first get to us, they have a lot of basic questions, about where to get the right paper work, questions about the integration trajectory. And we practice Dutch with them. We do not deal with the psychological issues because we do not have enough training for that.</i></p> <p><i>We did start a trajectory where they meet a training once every seven weeks and with whom they can talk about their experiences. They can talk about their feelings and emotions, how they feel about being here and about their future. We try to get a bit more insight in the people that visit us."</i></p>
Training kits or tools available online	-
How is the activity financed (public, private funds, project based)	Through different (local-) Dutch funds: the VSB fonds, Oranje Fonds, Kans fonds, Sint

	Laurens fonds, Volkskracht and DBL-fonds.
Pictures	-

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.	This is met through the structure of the project where they meet every Saturday and assist the participants in their individual educational needs. Especially concerning language.
2. Hosting, understood as the recognition of the common humanity of the other person and his/her needs and aspirations, without discrimination	By looking at the individual and at their individual needs.
3. Solidarity, intended as an enhancement of sharing, reciprocity and mutual self-help	They sometimes encourage participants to help each other.
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.	By not only focussing on those who have the highest Dutch language comprehension level
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	Quote from the interview with the project coordinator: <i>"I think the most important part is to consider the entry level of people. I understand that the Dutch government wants some standardization, but it is not realistic and ends up being even more expensive than personal programs. If you see how many of these people do not pass the integration tests... They will have a very difficult time to find any future here. They can of fall in between. If somebody misses the digital skills, you need to start on a whole different level. I don't know how to completely approach it but I think you need much more room for individual trajectories. They cannot find their way themselves, but they can do a lot once they have found a way – with guidance. That guidance is crucial. Intensive support.</i> <i>So look at the entry level of people and create a suitable program fitting their learning style. And don't wait with work till people have finished the integration program, help people find jobs and internships so they can learn the language faster and better.</i>
6. Accountability of the Institutions and the Third Sector, seen as an instrument of transparency and security for all citizens and their associations.	
7. Networking to strengthen collaboration and stimulate creative synergy and social innovation	

<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 are often distorted and manipulated</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>Because they are aware of this specific group's history and struggles they know how what to look for and how to better guide them.</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>	

Please add anything you might see fit

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Name of the person in charge of filling out the grid

Robin Metiary

Date and Place

The Hague, June 2019