

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	Queridon
Website/Social Network	https://www.queridon.nl/
Name of Contact Person and Role within the project/teaching programme	
E-mail	queridon@queridon.nl
Phone (not mandatory)	
Address (Town and Country)	
Are you part of any national, European or International thematic network	Blik op Werk Network of language schools in Utrecht
PART III INFO ON THE INCLUSIVE EDUCATION & TRAINING PRACTICE	
Number of teachers/educators/trainers/volunteers or other operators involved	2 NT2 and an intern 1 chef 1 trainer restaurant 1 administrative worker
Does it involve: Refugees Migrants in general Operators and educators working with migrants/refugees Local Communities Other (please specify)	Refugees and language training while training for the job Local community: located in a former care center, now different inhabitants; one wing elderly, one wing specifically for people between 18 and 30

<p>Characteristics of participants (nationality, age, any other interesting characteristic)</p>	<p>Mainly between 20-35 but varies Now slightly more women but asylum requests have changed in the Netherlands “If I look at the Syrian women that we have in the program, they did not work in the country of origin. They have to make a choice about what they want to do. They know they can cook, so that is their pick”</p> <p>The youngest student we have turns 19 next week, the oldest is 62. He is participating but a bit to just get through the day, to be active and among people. In the end, he probably won’t enter the labor market. He also has a lot of difficulty with the language, we do not think he will pass on A2 level. He can learn but he is searching. He has already been at two other schools – we see that a lot. People going from school to school and not learning enough. There are 28 language schools in Utrecht, some are good, others are not providing the level of education they should.</p> <p>He has to be done in October (three year limit) so we are now looking into ways to prolong his trajectory.</p> <p>Student story (below)</p> <p>The youngest one was stuck in a ‘system switch’ – she was in an is-class (international chain year) to learn Dutch in high school but as she turned 18 she was not eligible for that trajectory anymore. So now she has to follow the integration course. After she passes integration, she can go back to continue her education. Her first ‘duty’ is integration. We hope she can pass quickly so that she can go back to the mbo. She does not want to work in this sector but she wants a lot of practice, that is why she picked this school.</p> <p>All of our students make a conscious choice for this school, even if they do not want to continue in this sector. About 70-75% wants a future in this sector, the others choose this school because of the option to practice the language often.</p>
<p>Average number of learners</p>	<p>We now have two groups of 6, one group of 4, and a ONA group. Maximum group size is 10. We have 18 participants in the school. We accept students at any time in the year, if there is enough room. I also check if we can split groups when we have more people interested. We try to accommodate everybody as quickly as possible. We use an intake test, ICE.</p>

	<p>General characteristics, NAW (name and address), background, where from. And future, past, what have you done, how many years have you been in school. I don't really ask about the level of schooling, years are more meaningful. Future, how do you see your future; and reading, on what level can the person read. Technical, comprehensive, etc. Sounds only or also meanings... It also depends on the ambition of the candidate – some want to learn fast and a lot.</p> <p>We accept anybody that knows the alphabet, Latin writing. And we look at motivation, they have to be more motivated than in a regular language school, they need to be available more often. B1 aim of language fits best, also in the trade.</p>
Sex disaggregation of participants (if available)	At the start more male now more female (also due to the composition of the refugee flow to the Netherlands)
Concise description of the learning experience	<p>They offer the complete civic integration trajectory, including language on most levels (not B2 because their students do to aim for higher education; nog alphabetizing due to capacity limits), ONA and KNM</p> <p>Language training three times half a day and on the job training (two half days a week). ONA (half a day a week) and KNM (integrated in language classes) course work (for the total civic integration work)</p> <p>There is no separate diploma for the restaurant experiences for the participants. They will get a number of certificates – barista for example. And we give them records of the courses they followed, workshops, for how many hours etc. It is not an official restaurant training institute (werkervaringsplaats).</p> <p>They will change location and certification in October 2019. In collaboration with the ColorKitchen, also in Utrecht, they will start an official training school for mbo 1 and mbo2 for hotel/restaurant/bar in one or two years, connected to the civic integration course. The municipality is supporting it through a pilot project. We do not want to wait for the legal changes of 2012, we need to go ahead. The municipality is starting four pilot projects – restaurant work, construction, logistics and care. Restaurant work is the first. The program will not just be for recent refugees but for all that need more language training next to mainstream education. For people that just moved to the city</p>

The new set-up will be financed through DUO/civic integration but for those who do not qualify for those funds, we are trying to arrange something different. Especially since the focus of government is on labor, not as much on re-qualifying and education of people older than 30 (finance cut-of)

The new location has different organizations in the same building, for different groups. So we will have different options, for interactions, we will work with them. There is an art and theatre school. We can use different parts of the building for different activities and engage in the neighbourhood, be a meeting point, in multiple ways.

<https://www.utrecht.nl/ondernemen/sociaal-ondernemen-mvo/doorgaande-lijn-werk-en-taal/>
<https://www.utrecht.nl/artikel/sneller-inburgeren-en-sneller-aan-het-werk-door-nieuwe-utrechtse-aanpak>

You do not realize it at the start but it is really hard for people to follow course work in different areas. If you come from a different neighbourhood, you have to take a bus to get here – which is why we wanted to be on one location: in that way they do not have to travel from school to restaurant. Especially when people just arrive in the country, everything is really complex. So we build up slowly (not a weakness!) and have people get used to the new situation first before we offer them more and more training. The second year is full time. They have so much to do in the first year – with kids, with school, with living, with life. In the second year they can handle more.

We accept people even if they do not want to work in the trade. But we train them in the different parts of the job. They often just want to work in the kitchen, it is safe there, you do not need to talk. But we have everybody do all shifts. Kitchen, dishes, waiting tables. All 18 work in the restaurant, if they work more than 65 hours they can get the certification for ONA – job experience is also qualifying for that test.

So they have three day parts of Dutch lessons, most of them follow 1 part of the day ONA and two parts in the restaurant. In total they are learning for 6 parts of the day (morning or afternoon). On average they stay for about a year in our program.

Have you established a satisfactory collaboration with the public service network, including schools, vocational centres and Universities?	<p>Network of language schools but that is to exchange information, no collaboration. 28 language schools in Utrecht</p> <p>Color Kitchen</p> <p>Contacts with different volunteer organizations, New Dutch Connections; Buddy to Buddy but no official collaboration</p>
Have you established a satisfactory collaboration with other civil society activists?	Yes. Volunteers and people from the ColorKitchen. Will start pilot project with them and the municipality next year. Also close collaboration with other language schools in Utrecht and with the municipality
Have you established a satisfactory collaboration with migrant communities representatives, if any?	-
Have you created a link/value chain with local social and educational services?	<p>With the NEIGHBORHOOD!</p> <p>Taal café with youth</p> <p>Buurthap (cheap dinner) for the neighbourhood</p> <p>Restaurant and coffee point for local elderly</p>
On line platform or app for e-mobile learning, if available	
Strengths of the approach	<p>Dual approach, intensive use of language in class and in the restaurant. Small scale, groups of max 10 people. Flexible. Intensive contact internally but also with inhabitants of the building. Interaction with the neighbourhood.</p> <p>Interaction with elderly: they have more time available; speed of conversation can be low.</p> <p>The students also show up when they do not have classes or work – they come to practice when they can. And stay after class. They see our organization as a sort of family. And even the inhabitants of the building ask about the students.</p>
Weaknesses of the approach	<p>Reachability: you do not realize it at the start but it is really hard for people to follow course work in different areas. If you come from a different neighbourhood, you have to take a bus to get here – which is why we wanted to be on one location: in that way they do not have to travel from school to restaurant. Especially when people just arrive in the country, everything is really complex.</p> <p>We are only a 'leerervaringsplek' so there is no official degree or diploma. We want to change that. When we start with the Color Kitchen we can offer a formal trajectory in different levels of formal education. For now, we do not work towards an exam, that makes it too random, too unstructured, too vulnerable.</p>

<p>Indicators of success</p>	<p>2018: 22 student-learners; only 3 left before the end of their contract (1 pregnant, 1 ill, 1 'disappeared')</p> <p>We have an individual evaluation every three months: what have you achieved, on the level of language, on work, on what you want to focus on. How are things at home, the husband, the children. The husband of one of the students is really struggling so we try to support her privately a bit as well. It is a mix, we integrate the personal into the goals that they want to achieve. But it is difficult because ultimately they need to pass their exams. For now, we do not have strict numbers but when we start working in the new location we will need more hard indicators.</p> <p>Not all of our students will end up in this line of business. But do they have to? I think that if they find their way, if they find a place where they are happy, that should be considered a success. Civic integration and language is our goal, not labor market participation. But it is nice when they achieve that.</p>
<p>Story telling (anecdotes) worth to be reported</p>	<p>The program started because Barbara had been a language teacher for the longest time, her husband Gerard a chef. She was frustrated because her students had little opportunity to practise their skills outside of the class room. Often they were refused for volunteer work because their Dutch was not good enough. Chicken and egg story. So they thought of this concept and looked around if it already existed. They could not find any other similar set-up so decided to go ahead.</p> <p>They went to the municipality (Utrecht) and visited the responsible wethouder (councillor, alderman). The municipality has a morning a week where inhabitants can come by to discuss initiatives they would like to develop. They were open to the idea and knew of a location.</p> <p>The building is a former elderly care institution that was reorganized and now houses elderly in one wing and a more differentiated population but mainly people below 30 in the other wing. The restaurant was there, it started as a commercial location but that did not work. When Queridon took over, it was a sort of living room for the whole complex. It still has the living room feel but now it is supplemented by coffees and teas, lunches and occasionally dinners.</p>

	<p>The building really wanted a restaurant, mainly for the social function in the complex and in the neighbourhood. They were to be a non-profit foundation and work mainly with volunteers. The students of the civic integration also work in the restaurant as volunteers. They receive a small sum of money as a volunteer (vrijwilligersvergoeding). Barbara and Gerald like to get their incomes from the foundation. The restaurant is losing money in the spring of 2019: inhabitants just want a simple (cheap) cup of coffee, come for the social aspect. But the students of the language school can practice and learn a lot. The language school is funded through DUO contributions.</p> <p>I heard the story of a company up north, in Friesland, they are doing something similar. The recycle company (Kringloop – sort of Goodwill) collaborates with the Friesland College to offer training and language on the one hand and experience in the shops at the same time. They need sales people but also people to fix items. And on the job, they had somebody who helped them with the language (taalmaatje). There are more and more initiatives.</p> <p>We love this building but we will move elsewhere – it is costing us too much money. But it is a perfect example of mutual integration, a perfect combination. The elderly are happy to have somebody to talk to. One of the Syrian men, he is really popular, everybody wants to talk to him and hear his stories. The combination of elderly and refugees is perfect, even though we were afraid it would not work. We really hope we can get a similar interaction between the restaurant and the neighbourhood in the new location.</p>
Project Homepage/Social Network if any	
Training kits or tools available online	
How is the activity financed (public, private funds, project based)	<p>Some start-up grants; student funding for the language school; own pocket for the restaurant.</p> <p>Start Foundation gave us a ‘friendly loan’: no interest, easy on the pay-back. Blik op werk does post the success rates (passing rates)</p> <p>Funding of all language schools is through DUO money for the civic integration participant. If you have Blik op Werk certification, you can offer courses with this financing.</p>

	The restaurant we pay for ourselves. It has been costly but we see it as an investment, eventually it will pay itself back.
Pictures	

Principle – <i>distilled from the interview, not directly asked</i>	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.	Queridon has integrated teaching and learning as a 'lifestyle' – all and everyone is involved and included
2. Hosting, understood as the recognition of the common humanity of the other person and his/her needs and aspirations, without discrimination	Focus on the individual, on individual circumstances and needs
3. Solidarity, intended as an enhancement of sharing, reciprocity and mutual self-help	See above
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.	Even though the goal is to help people pass the integration test, the means have become much wider. Participants are trained in more skills than needed for the test, to help them face and cope with Dutch society.
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	A piece of Dutch society is transformed by the work of the organization – the integration is mutual through Queridon. Multiple forms of learning
6. Accountability of the Institutions and the Third Sector, seen as an instrument of transparency and security for all citizens and their associations.	See above. Accountability not just through Blik op Werk but in many ways. Their story is very public
7. Networking to strengthen collaboration and stimulate creative synergy and social innovation	Opportunities are used to create a better structure for learning – as the collaboration with Color Kitchen will show.
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.	See above

9. Centrality of narrative approach, understood as a research method and a tool for respectful dialogue on the “stories” that make "History"	See above
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	In every way possible – not just from the stories of the managers but also from the stories of the students.

The stories of two students (May 2019)

Samira and Maryam are both from Syria. Samira is 35 years old, Maryam just became a grandmother, she has five children: three grown ups and two teenagers. Samira’s children are younger, they range from 16 to age 7¹. Samira now lives almost three years in Utrecht, she is a student at Queridon since October 2018. She spend 10 months at a different school, where she feels she did not learn anything. People of all different levels were in classes together and they spoke a lot of Arabic in between sessions. She feels she did not learn anything

Maryam has the same experiences. She also was at a different school, not the same one as Samira but she felt there were similar problems. People would speak Arabic all the time. Both agree that it is much better at Queridon where they are ‘forced’ to speak Dutch among each other. They also are very happy to need to talk Dutch to the customers of the restaurant.

Samira started at A1 level and moved to A2 within three months. She loves talking to the elderly people in the dining room: they take their time and they talk slowly. She talks most during the interview, she is not afraid to make mistakes and just wants to practice and be independent. She tells that she went to the doctor with her son *“When people take time for me, when they talk slowly, that works for me. Talking is very important to me, I learn by talking. I need that.”* The civic integration is priority now, but she definitely plans to work afterwards.

For Maryam, it is more difficult. She did go to the doctor herself as well, and was able to get help without a translator. She also tries to practice as much as she can. She is still on A1 level and struggles a bit more with the language. She has been in the Netherlands for two years.

Samira has taken different exams, she passed KNM and the listening test. She is now focusing on her writing. Maryam has not taken any of the exams yet. They are very happy about the individual approach at Queridon. They need extra help with writing and there is time for that. Every time there is an issue or a little hic-up, they feel there is room to take more time and to get more help and instructions. When they are tired (the interview took place during Ramadan) they get more time, the pace will be a bit slower.

The chef also takes his time – to explain, to talk, to help. The whole team at Queridon has that attitude, it is a good team. They also make sure people practice among themselves.

And Samira tells: *“My husband is still at my old school, he is learning the alphabet. That is the only thing he is learning, he does not interact with people like we do here. He is struggling. He cannot join this school because he is still working on the alphabet. Hopefully he can join later.”* Maryam’s husband is in their class at Queridon.

They are both very proud of the progress that their children make, all the children (regardless of age) are learning quickly. Samira talks Arabic at home, mostly. They try to watch Dutch children’ tv: the youth news, kids’ shows to keep on learning even at home.

¹ Same details are left out for anonymity. The names of the students are fictitious

Their critical point is towards the municipality: they feel that they should have had more support. The Refugee Council helped them during the first year but that was too short, especially since they did not find the right school immediately. They would have liked more support, more information from the municipality. The case worker was very helpful, she was new and guided them to Queridon.