

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	StadenCo (organization) Stagestraat Amsterdam (program) Districts within Amsterdam (projects)
Website/Social Network	www.stadenco.nl
Name of Contact Person and Role within the project/teaching programme	Roos Vermijs
E-mail	roos@stadenco.nl
Phone (not mandatory)	-
Address (Town and Country)	Amsterdam, 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 project leader Some volunteers depending on the district. Several local business owners (depending on the district 3-8).
Does it involve: Refugees Migrants in general Operators and educators working with migrants/refugees Local Communities Other (please specify)	Mainly involved (young) unemployed residents of Amsterdam. A few district projects involved so called status-holders (refugees with a [temporary] residence permit).

Characteristics of participants (nationality, age, any other interesting characteristic)	The exact numbers are missing. Although they were generally Dutch residents, male, between the ages of 18-25. A few (former) refugees were involved as well, all of them were male and most of them came from Sudan, Syria or Iraq.
Average number of learners	7
Sex disaggregation of participants (if available)	There was no disaggregation. Unfortunately, the project did however, attract mostly male participants because of the intense commitment (32+ hours per week). Experience showed that female participants indicated that they were not able to combine these hours with their responsibilities at home. Namely, taking care of their children and household duties.
Concise description of the learning experience ()	<p>The project enables participants to enter the job market and assists business owners in hiring people through mutual contact. This is done in close collaboration with the municipality. Specifically, the municipality provided the project with a list of unemployed people who might be willing and able to participate in an internship for 6 months at a local business. They did so through the Werk Service Punt (WSP) of the municipality. This is an office who's main responsibility it is to guide and assist unemployed residents of a municipality. Ideally, the participants would stay on after the 6 months as a (fulltime) employee. The candidates were specifically matched to participating business through the project leader.</p> <p>First the participant (individual) would write a cover (motivation) letter about their goals and expectations for the internship. The project leader would match these letters with the business owners who indicated that they might be willing to participate. These business owners were approached by the project leader's network. After a potential match was found the project leader would facilitate an interview between the potential candidate and the business owner. The project leader was also responsible for guiding and assisting both sides in terms of contracts and other agreements specific their work. At the end of the 6 months the project leader would evaluate the internship seperatley with both the business owner, the intern and someone from either the WSP or the municipality.</p>
Have you established a satisfactory collaboration with the public service network, including schools, vocational centres and Universities?	The municipality helps the project by providing a list of potential candidates to the project leader. These people were selected through their registration of the local unemployment desk. The status-holders were selected

	<p>in a similar way. Not all of them were fluent in Dutch, they were not offered a language course but rather a different type of work placement setting (one that did not require Dutch fluency).</p> <p>Since the municipality purchased the project the collaboration was intense and there were numerous evaluation moments throughout the project.</p>
Have you established a satisfactory collaboration with other civil society activists?	It was never a goal in itself during the project; however, in some districts they did organize community meetings in a local venue.
Have you established a satisfactory collaboration with migrant communities representatives, if any?	Not specifically with migrant community-leaders. However, there was some form of snowball-effect after the first migrant was involved in the project. Which enabled more migrants to participate in the program.
Have you created a link/value chain with local social and educational services?	-
On line platform or app for e-mobile learning, if available	Not specifically for participants. Although there was an elaborate website, Facebook page and Twitter account for (during) the project itself.
Strengths of the approach	Tailor made approach specific to each district within a municipality. Where they matched each individual candidate to a specific participating business. There had to be a mutual positive review as well (after the project leader arranged for an interview).
Weaknesses of the approach	<p>Not a lot of women were able to participate in the project because of the time commitment. The project leader indicated that a few women were almost matched to a specific business owner but could not commit to working 4 days per week because of household (children) responsibilities.</p> <p>It would have helped if the project provided some sort of language classes as well.</p>
Indicators of success	<p>It was considered a success when there was a mutual match and when the participant was still employed after 4 weeks.</p> <p>There is at least one former refugee who is still employed at the local business after all these years.</p>
Story telling (anecdotes) worth to be reported	The program started out with a specific focus on young (uneducated-) unemployed people. During one of the projects (in the Rijnstraat) the project leader worked with one status-holder (refugee). This turned out to be an incredible match which is why one of the later projects (in Oud-West) solely focusses on refugees. That project looked at the needs and wants of refugees in Amsterdam (looking for employment) and matched

	those needs and wants with business owners who were open to working with this specific group. The project in Oud-West (focus on refugees) was as successful as the other projects in Amsterdam who did not have this specific focus. The key was to look at the individual's wants and needs and matching those with the business owners'. Because of this individual approach it does not matter if the focus group is native Dutch or if they are refugees.
Project Homepage/Social Network if any	Not active anymore
Training kits or tools available online	-
How is the activity financed (public, private funds, project based)	The project was purchased by different municipalities. Each of them had a project leader (like Roos for Amsterdam).
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.	
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	Through completing this project more participants became (economically-) independent.
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.	Their whole program was structured to assist in the needs of less independent people
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	Because of one of the specific projects in the Rijnstraat – that worked with 1 refugee – another project was set up specifically for refugees (nu Oud-West). The aim in this district – the one that focussed on refugees – was to enable refugees to take part in the Dutch labor market thereby, assisting them in gaining economic/ financial stability and independence.
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	Networking is vital in this project. They need a big network to place the (potential-) participants.
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.	They adapt a more best-practice based approach. Mostly because it is focussed on individual participants and experiences from previous projects.
9. Centrality of narrative approach, understood as a research method and a tool for respectful dialogue on the “stories” that make "History"	
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	

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