

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	HHs Schakeljaar voor Hoger Onderwijs (THUAS Bridge ¹ year for higher education
Website/Social Network	
Name of Contact Person and Role within the project/teaching programme	
E-mail	
Phone (not mandatory)	
Address (Town and Country)	The Hague, The Netherlands
Are you part of any national, European or International thematic network	UAF (Fund for Higher Education of Refugees) Schakeljaar platform Blik op Werk
PART III INFO ON THE INCLUSIVE EDUCATION & TRAINING PRACTICE	
Number of teachers/educators/trainers/volunteers or other operators involved	Coordinator, 3,5fte instructors NT2, one instructor English as second language (1fte) 2 volunteers 3hrs a week, 1 instructor mathematics 1 day per week 1 instructor economics ,5 day a week, 1 instructor physics 24hrs total
Does it involve: Refugees Migrants in general	Higher educated refugees; refugees with the potential to follow track in higher education. Qualified through high school diploma in home land/abroad; migrants in general

¹ Chain year, bridge year, preparatory year – these terms are uses as translation for schakeljaar. Bridge year is used here

Operators and educators working with migrants/refugees Local Communities Other (please specify)	
Characteristics of participants (nationality, age, any other interesting characteristic)	Lightly over 50% of the participants are male, ages 18-28. Majority Syrians (due to the composition of the refugee population in the Netherlands, variety of nationalities)
Average number of learners	Fall semester: 50; spring semester 16
Sex disaggregation of participants (if available)	Slightly over 50% male
Concise description of the learning experience	<p>One year intensive education to prepare for higher education in NL. 12 hours Dutch, 6 hours English, 6 mathematics. Economics and physics for those who need it to access a specific department.</p> <p>Study advice is an important part – workshops, study and career counsellor, classes at various departments. To give an impression of the system, the content, the way of work in Dutch education, and what to expect....</p>
Have you established a satisfactory collaboration with the public service network, including schools, vocational centres and Universities?	Yes and no. Meetings with other Bridge years. Checks by Blik op Werk
Have you established a satisfactory collaboration with other civil society activists?	-
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?	Embedded in THUAS but could be better connected to the regular programs (also to better integrate the Bridge year program). It improves every year. Differs per department. One of the former students said: "We talked to them when we were in the regular system and we said that they need to put more focus on the project work and on presentations. Working together in groups is really important in Dutch higher education, that should be more central in the Bridge year". The program was adapted accordingly.
On line platform or app for e-mobile learning, if available	
Strengths of the approach	Small scale, tailor made approach. Continuous contact, active learning. Teachers are available for all kinds of questions, program is adapted if students see room for improvement. Very interactive.

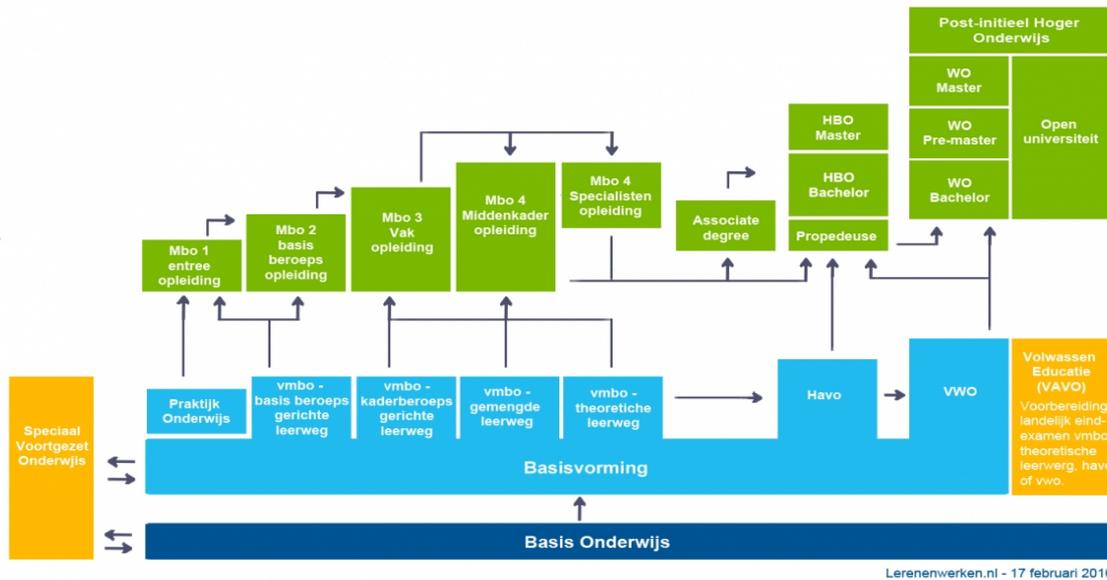
Weaknesses of the approach	<p>Isolated program, hard to prep students in just one year. A better set up would be a bridge year, followed by continuous support. Political climate local and national level</p> <p>Challenges: expectations; recognition of foreign diplomas; study choice</p> <p>Rules and regulations Dutch education system. Not only are these complex, they also change and are interpreted in different ways. In the university but also broader.</p> <p>Example of testing: there was a case of fraud (exams were copied) so the whole system shut down, blocking examination for a period of time. Students could not prove their capacities, reruns were delayed. Affects the future of those who did not cheat.</p> <p>Similarly, some departments want to see that all tests and qualifications are met by February. This deadline does not fit with the program, and is impossible to submit to since the program is just halfway by then– not possible, there needs to be some flexibility in demands and deadlines.</p> <p>Reputation THUAS does not help</p>
Indicators of success	<p>If people can reach their potential (not necessarily in higher education). 35 of the 50 were able to do so. Difficult to measure because once they passed the Bridge year, we lose sight of them</p>
Story telling (anecdotes) worth to be reported	<p>See below</p>
Project Homepage/Social Network if any	<p>https://www.thehagueuniversity.com/programmes/other-courses/language/en https://www.dehaagsehogeschool.nl/opleidingen/overigecursussen/hhs-schakeljaar-hoger-onderwijs</p>
Training kits or tools available online	<p>-</p>
How is the activity financed (public, private funds, project based)	<p>Public through DUO: all recent refugees have an amount learn the language (and civic integration) so the system pays us through that money. Some funding through THUAS, individual funding through UAF and private charities.</p> <p>If student is not recent refugee than self funding by participant – we have students from different origins.</p>

	The schakeljaar is for all of those who do not have a Dutch diploma on havo-level.
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.	Formal education and the connection to the formal education system is the main goal. To include students with a different educational background into the Dutch system in a fast and adequate way. Flip the classroom is one of the methods used to learn
2. Hosting, understood as the recognition of the common humanity of the other person and his/her needs and aspirations, without discrimination	Basics of the Bridge year: social responsibility; opportunities for cultural exchange; benefit from talented students. Inclusion, sharing makes us better.
3. Solidarity, intended as an enhancement of sharing, reciprocity and mutual self-help	Feedback loops with students of former years, including comments for improvement in the new program. Continuous adaption to wishes of different stakeholders (students, future students, departments, government programs)
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.	In higher education, inclusion of refugees and migrants is a continuous 'struggle' – recognition of foreign diplomas remains difficult and even when diplomas are recognized, departments or employers do not just accept those. Struggle that continues even when the bridge year is successfully finished Student counsellors know a lot about the students and their stories, very connected. And private so they only share when explicitly permitted to do so. Trust and mutual respect central
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	See above
6. Accountability of the Institutions and the Third Sector, seen as an instrument of transparency and security for all citizens and their associations.	Different checks and feedback loops. Students, departments, other bridge years, and Blik op Werk
7. Networking to strengthen collaboration and stimulate creative synergy and social innovation	Could be better but attempts are made to include departments of mainstream education to be (more) involved. The year should not be

	an island in the system but connections should be encouraged. Two-way cooperation needed, not always easy
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.	Good-practices are used
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	See above

Schema Onderwijssysteem Nederland



Protection of the weakest:

The program started as a bridge year to learn the language to qualify for higher education. It already existed for 25 years before I got involved. In the past, the focus was not on refugees: the main participants were expats and other (voluntary) migrants. With the growth of refugees, THUAS wanted to make sure the bridging program would work for this group.

We started from language but we had to add certain components. The Dutch educational attitude is different than in most countries: students need to discuss, to participate, to voice their opinion. Not just towards each other but also towards the instructors/teachers/professors. That requires some training which we included. We had some Chinese students in the regular program (not bridge year), they would drown in the opinionated storm of Dutch students. We have to help them, give them room, make space. Really hard. For those students it was a temporary issue because they would go back to China. For the students in the bridge year, it is more important since they plan to stay in the Netherlands. They will have to get used to that attitude – at least to a certain extent - because they will see it everywhere.

Stories of students: