

Manifesto for Inclusive Learning Intellectual Output 1

Nonformal Mother Tongue Expert Training for Migrant Women by Helinä Rautavaara Museum 2013-2014

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 through 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	Helinä Rautavaara museum
Website/Social Network	www.helinamuseo.fi
Name of Contact Person and Role within the project/teaching programme	Ilona Niinikangas (Cultural Anthropologist and at that time museum educator)
E-mail	info@helinamuseo.fi
Phone (not mandatory)	+35846 8511 815
Address (Town and Country)	Siltakatu 11, 02770 Espoo, Kauppakeskus Entresse
Are you part of any national, European or International thematic network	Yes. The museum is a member of FINGO, an umbrella organisation for Finnish development NGOs and ASEMUS, network for European and Asian museums.
PART III INFO ON THE INCLUSIVE EDUCATION & TRAINING PRACTICE	
Number of teachers/educators/trainers/volunteers or other operators involved	There were two coordinators working in the project: cultural producer born in Sudan and artist and elementary school teacher born in Somalia. 20 women with

	knowledge of Somalia and Kurmandzi language took part in the project
Does it involve: Refugees x Migrants in general x Operators and educators working with migrants/refugees x Local Communities x Other (please specify)	The project was aimed at women with migrant/refugee background whose mother tongue was Somalian or Kurmanzi (Kurd language). The project involved also day care kids from the same language groups and day care teachers. The number of trainees: 20 The number of kids attending the workshops: 222
Characteristics of participants (nationality, age, any other interesting characteristic)	There were three groups in the project. Learners were speaking Somalia or Kurd (Kurmanzi). The average age was 35. Some of the women had a previous connection to labor market in Finland. The two languages were chosen because there was not much suitable literature available at that time for kids to improve their mother tongue. It was also noticed that kids need to practice their mother tongue skills more before they start the elementary school where obligatory weekly mother tongue training is only enough to keep up the existing skills: not to learn more.
Average number of learners	20 participants.
Sex disaggregation of participants (if available)	All participants were women
Concise description of the learning experience ()	The idea of the project was to make inclusive path way to Finnish society and work life for unemployed migrant /refugee women by training them to give workshops in their mother tongue in day care centers for the kids with the same mother tongue. The project was the result of young coordinators idea to encourage the children to use their mother tongue outside home. The women who took part in the training made also their own art tool kits that they utilise with children. The tool kits included methods of drama, storytelling, painting etc that they could apply. The project achieved its goals well. The trained women gave more than 60 workshops in the mother tongue for 222 kids living in the capital area. The day care educators loved the project and soon after that the mother tongue teaching became mandatory for the day care centers (it had long been mandatory for the schools). The women learnet new skills (opening bank account, applying for tax card, the importance of punctuality etc) and gained confidence by leading successful workshops. No professional follows up was done but success stories include woman employed on project base by the City

	museum of Helsinki, two other ones employed by Finnish Red Cross to work with refugees etc.
Have you established a satisfactory collaboration with the public service network, including schools, vocational centres and Universities?	Museum has created a good connection with local organizations, community centers and immigrant associations. In this project new collaboration with day care educators and people in charge of migrant kids day care in the city of Espoo and Helsinki. The project coordinators were invited to meet the planners of preschool curriculum in Helsinki. New connections were also made with the university researchers (especially PhD Annukka Muuri) focusing in the topic of mother tongue teaching and its links to other language learning.
Have you established a satisfactory collaboration with other civil society activists?	Yes
Have you established a satisfactory collaboration with migrant communities representatives, if any?	Yes. Persons from migrant communities helped to find participants.
Have you created a link/value chain with local social and educational services?	Yes regarding preschool learning
On line platform or app for e-mobile learning, if available	-No. But a leaflet on how to encourage mother tongue learning (Somalian) in day care can be found in http://helinamuseo.fi/wp-content/uploads/2016/08/oma_kieli_oma_mieli_web.pdf
Strengths of the approach	The project reached a lot of participants. According to the feedback the training was successful as well as the workshops. During the training the unemployed migrant women discovered their skills as mother tongues experts and learnt to function in the Finnish society.
Weaknesses of the approach	Since some of the participants had no previous connection to Finnish working life much of coordinators work time went to helping the participants to open their own bank account etc. The women received salary after the workshops but for some it was difficult because the payments interfered with their social benefits. The idea was that after the project the day care center would hire the trained women to go on with further mother tongue workshops but the day care centers didn't have enough resources to do that.
Indicators of success	After the groups ended, the women asked about follow-up and new courses. They would have wanted to

	participate again in similar groups and hold more workshops at the museum. The day care workers loved the project and went extra mile to make it happen for the kids. If they didn't find enough participants from one day care center, the kids were taken to other day care centers with more kind from the same mother tongue group.
Story telling (anecdotes) worth to be reported	
Project Homepage/Social Network if any	-
Training kits or tools available online	- http://helinamuseo.fi/wp-content/uploads/2016/08/oma-kieli-oma-mieli-web.pdf
How is the activity financed (public, private funds, project based)	Project was funded by a grant from KONE Foundation
Pictures	 A photograph showing children sitting at a table, engaged in a drawing activity. They are using various colored pencils and markers on white paper. A wooden tray filled with colorful pencils is visible in the foreground. The children are focused on their work, and the atmosphere appears to be a creative workshop.

Principle	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.	Personal stories and experiences were shared in talk. Coordinators also participated in most of the tasks. We exchanged and shared languages, words, thoughts, and skills. Participants and teachers learned from each other.
2. Hosting, understood as the recognition of the common humanity of the other person and his/her needs and aspirations, without discrimination	The museum was a safe and cozy place for participants to encounter and learn. Helinä Rautavaara Museum as an Ethnographic Museum sent a message for participants that

	their cultural background and knowledge was respected and appreciated.
3. Solidarity, intended as an enhancement of sharing, reciprocity and mutual self-help	Most of the participants were not at school or at work but had stayed at home looking after their children. They were able to share their thoughts and experiences with others in a comfortable environment and learn new skills to link them strongly to the society-
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.	The aim of the project was to strengthen the participants' cultural identity (especially mother tongue) and life management. The mother tongue was something that made you master and shine although one had not been able to study many years at school
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	The purpose of the project was to recognize skills that participants already had (the mother tongues!!) and which they could utilize later
6. Accountability of the Institutions and the Third Sector, seen as an instrument of transparency and security for all citizens and their associations.	Participants were called to the project with an open invitation. Workshops that women held at museum were open for public.
7. Networking to strengthen collaboration and stimulate creative synergy and social innovation	During the project the importance of examples and the power of practical exercises became apparent.
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 used a process-oriented model to create activities in the groups. At the beginning of the process wishes of the participants were surveyed. Group activities were planned based on the survey.
9. Centrality of narrative approach, understood as a research method and a tool for respectful dialogue on the "stories" that make "History"	Participants and coordinators shared stories and life experiences related to mother tongue.
10. Curiosity and respect for all the diversity of which everyone is a bearer against the culture of	Participants had a chance to share their own cultural expertise in the language workshops

hate, xenophobia and any possible expression of intolerance	they held thus increasing the awareness among the preschool teachers on human cultures and life worlds.
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Please add anything you might see fit

Name of the person in charge of filling out the grid

Date and Place

5.7.2019 Espoo, Finland

Ilona Niinikangas, museum director (that time a museum educator who worked closely with young coordinators).