

Manifesto for Inclusive Learning Intellectual Output 1 Advocacy Tool Kit

Power Though Peer Learning. Non formal life management training for migrant women by Helinä Rautavaara Museum 2014 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	Taina Kilpelä, project co ordinator
E-mail	info@helinamuseo.fi
Phone (not mandatory)	+35844 7670300
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 teachers working in the project. Project coordinator and group instructor and Somali language peer teacher.

Does it involve: Refugees Migrants in general Operators and educators working with migrants/refugees Local Communities Other (please specify)	The project was aimed at women who had moved to Finland from Somalia or Afghanistan and had no experience on labor market in Finland.
Characteristics of participants (nationality, age, any other interesting characteristic)	There were two groups in the project. In the group of women with Somali background there were 21 participants and in the group of women with Afghan background were 7 participants. Women were from 17 to 65 years old.
Average number of learners	28 participants.
Sex disaggregation of participants (if available)	All participants were women
Concise description of the learning experience ()	The project achieved its goals well. Low threshold groups were created. Participants met each other in these groups and had fun together. Participants dared to express themselves in Finnish. Drama exercises and practical examples worked well.
Have you established a satisfactory collaboration with the public service network, including schools, vocational centres and Universities?	Museum has created good connections with local organizations, community centers and immigrant associations. If the project would have lasted longer collaboration with vocational schools (for an example) could have been created.
Have you established a satisfactory collaboration with other civil society activists?	As mentioned above the museum has created good connections with local organizations, community centers and migrant associations.
Have you established a satisfactory collaboration with migrant communities representatives, if any?	Peer teacher worked in the project and persons from migrant communities helped to find participants.
Have you created a link/value chain with local social and educational services?	As mentioned this could have been achieved had the project continued.
On line platform or app for e-mobile learning, if available	-
Strengths of the approach	The project reached a lot of participants. According to the feedback the meetings were fun and relevant to the participants. During the course women discovered their skills as cultural experts and successfully held workshops at the museum.
Weaknesses of the approach	Challenges were the short time to implement the project and the large number of participants in groups. Commitment to schedules was sometimes challenging.

Indicators of success	After the groups ended 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. Many took part in the museums next project “Oma kieli, oma mieli” (My mind, my language)
Story telling (anecdotes) worth to be reported	We had lots of fun as group members reminisced and performed misunderstandings they had experienced when they came to Finland.
Project Homepage/Social Network if any	-
Training kits or tools available online	-
How is the activity financed (public, private funds, project based)	Project was funded by a grant from the Finnish Ministry of Education and Culture.
Credits: Nina-Maria Ofösagd	



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 and by acting. Teachers 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 similar situation.
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, well-being and life management, and to promote the right to their own language and culture.
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>metisage</i> between different stories, cultures and interpretations of the world	The purpose of the project was to recognize skills that participants already had and which they could use to produce cultural services for an example.
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	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.

information that are often distorted and manipulated.	
9. Centrality of narrative approach, understood as a research method and a tool for respectful dialogue on the “stories” that make "History"	Participants and teacher shared stories and life experiences. For an example we showed old photos and had conversation with the group. Through these commonly shared stories and mementos participants and teacher were more able to understand each other.
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	Participants had a chance to share their own cultural expertise in the workshops they held at the museum thus increasing the awareness of the public on living cultures and world outside Finland.

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

Taina Kilpelä, the project manager