

# 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 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	Wir im Brunnenviertel e.V. (WIB e.V.)
Website/Social Network	<a href="https://de-de.facebook.com/pages/category/Nonprofit-Organization/WIB-Jugend-148982115172479/">https://de-de.facebook.com/pages/category/Nonprofit-Organization/WIB-Jugend-148982115172479/</a>
Name of Contact Person and Role within the project/teaching programme	Delia Baierl / project coordinator
E-mail	<a href="mailto:Wib.jugend.lotsinnen@gmail.com">Wib.jugend.lotsinnen@gmail.com</a>
Phone (not mandatory)	
Address (Town and Country)	Berlin, Germany
Are you part of any national, European or International thematic network	No
PART III INFO ON THE INCLUSIVE EDUCATION & TRAINING PRACTICE	
Number of teachers/educators/trainers/volunteers or other operators involved	1 project coordinator 10-15 volunteers (adolescents)

Does it involve: Refugees Migrants in general Operators and educators working with migrants/refugees Local Communities Other (please specify)	The aim of our current project "Wir sind alle WIB" is to encourage the social commitment of adolescents with migration background as well as to support young refugees in their process of social integration. To reach these aims, we work together with various local communities.
Characteristics of participants (nationality, age, any other interesting characteristic)	Since we only work with adolescents the participants are all between 9 and 21 years old. They have various cultural roots: for example, in Lebanon, Syria, Croatia, Turkey or Russia. Some of them were born in Germany, mostly in Berlin. Others moved here just couple of years

	or a few months ago.
Average number of learners	<p>The idea behind the project is that teenagers should get involved within their communities and lead the way for the active participation of other young people.</p> <p>This process is carried out in two steps:  First, we gave them a training on how to reach out to young refugees and if successful be kind of a mentor to them. They take them to visit youth centres and invite them to take part in physical activities, to learn a music instrument or to take part in local events.</p> <p>The second step is the commitment of the refugees themselves. They get the opportunity to organize smaller projects for other teenagers. They are free to choose what they want to teach others. One refugee for example chose to teach a class about film making, another taught the kids magic tricks and one formed a soccer team.</p> <p>There are 10 to 15 teenagers in total (both mentors and refugees) organizing projects.</p> <p>The number of children participating in the projects varies from one project to another, from two (for the film making class) to fifteen (for the football team). The total amount of children participating in the projects goes up to round about 150 over the course of a year. Most of them are taking part in projects on a weekly basis at least.</p>
Sex disaggregation of participants (if available)	There are as many girls as boys taking part in the project.
Concise description of the learning experience ()	<p>This varies depending on the project the adolescents take part in. But each one has plenty of learning benefits for them.</p> <p>The overall aim of the project is to guide the teenagers on their way to become an active member within their communities. By taking responsibilities they learn that their environment is prone to changes and that they can have an influence on these changes.</p>
Have you established a satisfactory collaboration with the public service network, including schools, vocational centres and Universities?	Networking and establishing good relationships with other organisations are one of the key elements of the project. Working together with different youth centres, associations, schools, refugee accommodations and the police as well as being part of working communities provides required space to the teenagers to carry out their projects.
Have you established a satisfactory collaboration with other civil society activists?	See above
Have you established a satisfactory collaboration with migrant communities' representatives, if any?	WIB e.V. successfully works with various migrant organisations.
Have you created a link/value chain with local social and educational services?	Yes
On line platform or app for e-mobile learning, if available	No
Strengths of the approach	The project is based on a peer-to-peer method as well as on outreach work.

	Thanks to this approach, teenage refugees which are otherwise usually excluded from social participation can be reached and motivated to take part in the social life of their local community. By giving them as much responsibilities as possible while supporting them when needed, they benefit from a quick and outstanding learning process.
Weaknesses of the approach	The project is not exclusively constructed as a learning project. The aim is much larger. The project strengthens participation, promotes social inclusion and encourages the teenagers to take responsibility. However, the success depends a lot on the specific people/adolescents that take part in a certain project and its benefits are not always fully applicable on other projects.
Indicators of success	We have set indicators of success, like the high number of mentors and refugees taking part in the project as well as our network of partners and the number of times we had the opportunity to present the project. But the real success is the development of the participants themselves even if that is way more difficult to measure. We are trying to do so by regularly discussing and reflecting on the project as well as through annual anonymous surveys.
Story telling (anecdotes) worth to be reported	-
Project Homepage/Social Network if any	We use Facebook and Instagram
Training kits or tools available online	No
How is the activity financed (public, private funds, project based)	The project is based on funding programs from changing public and private funds
Pictures	-

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.	We are using a peer-to-peer method. This way it is much easier to reach the teenagers directly in their living environment than it would be through professional social workers. Through the mutual sharing of experiences, the teenagers learn together and from one another. The teenagers are exchanging knowledge that is not necessarily relatable for older generations people. The outcome of the learning process will leave its mark on the teenagers and hopefully be a solid foundation for their future. The teenagers make important decisions such as the choice of their future career aspirations during the period we work with them. They get the opportunity to talk about their aims and plans in a secure environment. They also can put their ideas to the test while organizing their own projects and get to see their own strengths and weaknesses. It gives them the possibility to try out various things and reflect on their options.
2. Hosting, understood as the recognition of the common humanity of	WIB e.V.is active in a multicultural setting. Diversity is part of our concept and we live it in our everyday work.

<p>the other person and his/her needs and aspirations, without discrimination</p>	<p>The great variety of different cultures coming together opens the door for new teenagers to participate in the project and make them feel welcome, regardless of their background. In order to keep it up this way, we emphasize on open-minded and reflecting processes in our work.</p>
<p>3. Solidarity, intended as an enhancement of sharing, reciprocity and mutual self-help</p>	<p>The teenagers take most of the responsibility for the projects they organize. They get help from other teenagers and from the project coordinator when needed. If the teenagers have uncertainties at the beginning of their project, they can be supported by a more experienced teenager to help them get started. It is important for us that the teenagers become more independent and take responsibility more and more. To encourage them to do so, we give them smaller educational tasks such as the writing of protocols, moderating team meetings, being part of meetings for local events and taking over assignments for said events.</p>
<p>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.</p>	<p>We would like to show how this principle is met at WIB e.V. with the following example: when new refugees recently arrived in Berlin, the teenagers who participated in WIB projects in the past noticed that none of them were taking part in projects from WIB. The teenagers themselves wanted to change this, and that's why a special project was launched (the mentor project) in order to allow the refugees to take part in the WIB e.V projects.</p>
<p>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</p>	<p>As described above, we encourage young people with migration background and refugees to take part in the social life of their community. We wish to allow them to express their needs and wishes within the community and to help them to implement the changes they would like to see themselves. By taking part in events, being members of networks and carrying out projects, they share their stories and cultures with each other and spread open-mindedness throughout the community.</p>
<p>6. Accountability of the Institutions and the Third Sector, seen as an instrument of transparency and security for all citizens and their associations.</p>	<p>We appreciate the political structures and the third sector for the stability they bring to social work and youth work in general. But, as a small organisation, we struggle year by year to get the funds required to continue our work.</p>
<p>7. Networking to strengthen collaboration and stimulate creative synergy and social innovation</p>	<p>Over the years, WIB e.V. built a strong network of partner organisations. Together, we carry out various events and projects. To keep this cooperation running, we regularly meet on round tables concerning various subjects, for the youth sector as well as in the field of migration and refugee work. For us, it is important to allow the teenagers to take part in this process as well and to help them build their own networks.</p>
<p>8. Evidence-based approach, understood as the continuous tension towards the scientific analysis of change, based on quantitative, qualitative and mixed tools and</p>	<p>The education of our volunteers is a very important aspect of our work. We motivate the teenagers to take part in different seminars and regularly ask them about their educational wishes. The younger refugees are currently interested in the history of Berlin and</p>

methods, to overcome perceptions, stereotypes and information that are often distorted and manipulated.	Germany, while the older ones wish to learn more about non-verbal-communication.
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	We meet this principle by creating a multicultural working environment. Talking about culture has become part of our organisation. We try to create an open-minded atmosphere where problems can be discussed openly.

Please add anything you might see fit

Name of the person in charge of filling out the grid: Delia Baierl

Date and Place: Berlin, 12.03.2019