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	Back on Track e.V.
Website/Social Network	www.backontracksyria.org
Name of Contact Person and Role within the project/teaching programme	Petra Becker, CEO
E-mail	petra@backontracksyria.org
Phone (not mandatory)	
Address (Town and Country)	Stresemannstr. 21, 10963 Berlin
Are you part of any national, European or International thematic network	ENABLE (Erasmus+ Project)
PART III INFO ON THE INCLUSIVE EDUCATION & TRAINING PRACTICE	
Number of teachers/educators/trainers/volunteers or other operators involved	50 mentors
Does it involve: Refugees Migrants in general Operators and educators working with migrants/refugees Local Communities Other (please specify)	Refugee teachers from the arabic-speaking world help arabic speaking children and young adults to catch up with school knowledge after missing out school due to war and flight. Local communities grant financial and logistical support Parents get informed about the local school system
Characteristics of participants (nationality, age, any other interesting characteristic)	More than 90 percent of the mentors and children come from Syria, some from Iraq, Lebanon, Jordan, Egypt or Libya There are three target groups: - Children and young adults between 5 and 21 years - Teachers (from abroad) trying to find opportunities in their new society; other academics or young people trying to have an impact

	- Parents who need support in understanding the new school system and society
Average number of learners	120
Sex disaggregation of participants (if available)	Balanced
Concise description of the learning experience ()	It's a self-learning approach: children try to bridge learning gaps by themselves supported by mentors who speak their language
Have you established a satisfactory collaboration with the public service network, including schools, vocational centres and Universities?	Yes. We have established good ties with the municipality of Lichtenberg and with schools and vocational centres. *PH Schwäbisch Gmünd* is training our mentors.
Have you established a satisfactory collaboration with other civil society activists?	We are member of VDSH (Association of Syrian German Humanitarian Organizations) and cooperate with other migrant organizations as well as Culture centres
Have you established a satisfactory collaboration with migrant communities representatives, if any?	See above
Have you created a link/value chain with local social and educational services?	Not yet
On line platform or app for e-mobile learning, if available	
Strengths of the approach	Bottom up approach that stresses resources of children rather than their deficits
Weaknesses of the approach	The dependency on donors or public funding
Indicators of success	
Story telling (anecdotes) worth to be reported	Children urge their parents to take them to our weekly learning meetings ☺
Project Homepage/Social Network if any	www.backontracksyria.org facebook: Back on Track Syria
Training kits or tools available online	Not yet
How is the activity financed (public, private funds, project based)	Foundations, project based public funding, private donors
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.	- Positive attitude of mentors - Awareness on the differences between being mentor or being a teacher - Strictly based on children's wishes (what to learn and in which pace)
2. Hosting, understood as the recognition of the common humanity of the other person and his/her needs and aspirations, without discrimination	First thing children learn with us is: "I am somebody and I did not come with nothing; I have knowledge I can build on"
3. Solidarity, intended as an enhancement of sharing, reciprocity and mutual self-help	Parents learn about the new school system and how to support their multi-linguistic status as well as how to deal with trauma. Teachers learn about the social and cultural background of the children

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.	We try to see the world through children's and parents eyes
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 *metissage* between different stories, cultures and interpretations of the world	
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	Absolutely; taking part in meetings and conferences trying to build networks within communities
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 manipuated.	Showing by example that children want to learn and have knowledge they can build on; Demonstrating that refugee teachers and academics are not a burden but a resource
9. Centrality of narrative approach, understood as a research method and a tool for respectful dialogue on the "stories" that make "History"	We tell children's stories and learning/ education biographies
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	Very much given

Please add anything you might see fit

Name of the person in charge of filling out the grid
Petra Becker

Date and Place
Berlin, 14.03.2019