

Minutes of Meeting

1st meeting of the Leonardo da Vinci Partnership Project: Education Schemes as an Integration Tool - A European Comparison

(5th -9th May 2014)

Location: Bildungswerk in Kreuzberg GmbH (BWK)
Cuvrystraße 34, 10997 Berlin/Germany

Participants: *Belgium:* Aleidis Devillé
France: Eudes Bastid, Laureline Tan
Germany: Dagmar Golla, Uwe Schulte, Khaled Sharif
Italy: Chiara Cavagnini, Alessia Folcio
Portugal: Karolina Vitorino, Ana Onofre, Andreia Santos
United Kingdom: Liva Snike, Raja Ali, Alf Tweedy

Secretary: Sarah Fadtké (Germany)

5th May 2014

Arrival of the participants and informal welcome meeting

6th May 2014

0. Introduction of all partners

1. Introduction tour through BWK Bildungswerk in Kreuzberg with information about the projects and trainings of the institute

2. Organisation

- Introduction of the agenda
- Presenting the documents (f.e. Evaluation Sheet, Confirmation of Mobility)
- Setting of next meetings:

2nd France (7th-11th July 2014)
3rd United Kingdom (15th-19th September 2014)
4th Portugal (3rd-7th November 2014)
5th Italy (12th-16th January 2015)
6th Belgium (2nd- 6th March 2015)
7th final meeting in Berlin (4th-8th May 2015)

3. Walk through district “Wrangelkiez”

4. Presentation: Situation of migration in Germany by Uwe Schulte (BWK)

5. Introduction of the projects JOBSTARTER and KAUSA by Khalid Sharif (BWK)

- Jobstarter (Program of the Federal Institution for Vocational Training (BIBB)): Support for companies that would like to offer vocational trainings.
- Goal of the program is to improve the number of vocational trainings in Germany
- F.e. advise about regulation of trainer qualification (“Ausbildereignungsverordnung”)
- KAUSA (Part of Program “JOBSTARTER”): especially for companies who’s holder has an migration background
- Project, which supports young people with migration background by several methods to get into apprenticeship
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Methods/good attempts: development networks of companies (job agency, companies of vocational training and so on), establishing contact to trainee’s parents, anonymous applications.

6. Selfintroduction of partners / their companies

7. Discussion

- Importance of national history for terms and perception of migration and migrants

UK:

- because of Commonwealth of Nations: no category “migration background”
- Anonymous application= good practice
- discussion about categorizing people because of their cultural or ethnic background
- identity means to internalize British culture

Italy:

- Different migration context
- Second generation issues
- Citizenship application complicated: debate about “ius soli”
- Existing law unfair
- Social issues
- Presentation of a project aiming at social inclusion of foreign-born citizen living in a particularly isolated area in the province of Brescia

Germany:

- discussion about German dominant culture (“Leitkultur”) and the meaning of “national community”.
- Problem or advantage of lack of identification by citizenship

7th May 2015

0. Review on last day

1. Optimizing of the agenda

2. Introduction of Training and Retraining in Elderly care (with intercultural focus) by Mrs. Hamindokht Klein

- Qualifikation: Nurse diploma in geriatric care
- Project: BWK is nationwide the only training company with a focus on intercultural competencies in geriatric care.
- Care recipient with migration background rises up especially in districts which have a high number of migrants-> need to have nurse with special training cause of different cultural aspects.
- Goals: deployment of transcultural and cultural sensitive competencies by nonverbal, verbal and physical communication, cultural opening (i.e.: to accept the point of view of the care recipient even its not the own one)
- methods to reach goals: knowledge about the context of German migration history, migration process and health; but its only guideline
- Reflection of own point of view, prejudices, values and norms
- Structure of the vocational training: 3 years, part time 4 years; 2800 hours theory, 2500-2800 practical training; exams in writing, orally and practical; extra language lesson (German as a foreign language)

3. Organisation

Interim report

- Deadline for Interim Report: 30th of June 2014
- Deadline for Draft Version: 15th June 2014 (every partner should then read, add and correct the report which is going to be sent by Germany)

Website

Every partner is asked to complete the website with logos, pictures and texts of the companies and its work.

4. Presentation of integration policy by Mrs. Gabriele Gün Tank (Representative for Integration, District Tempelhof-Schöneberg), Mrs. Doris Nahawandi (Agent for Integration and Migration) and Mrs. Regina Kittler (Member Parliament, Party DIE LINKE ("THE LEFT"))

Mrs. Gabriele Gün Tank

- Integration report every 2 years (includes the Migration Situation of every District in Berlin)-> Setting of Goals
- Special focus on women with migration background, because of the function they have in family life
- Consultations with clubs, institutions, companies which work with people with migration background
- Cross culture project as an intercultural event

Mrs. Doris Nahawandi

- Position: Equality at the labor market with focus on people with migration background
- Oriented on participation and integration law (includes definition of migration, intercultural opening etc.)

- Development of projects which improve the situation of migrants, e.g.: "Berlin braucht dich!" („Berlin needs you!“)

Background: Improvable number of apprentices with migration background in public sector

Mrs. Regina Kittler

- Avoidance of local segregation (wouldn't encourage the integration)
- Above all asylum seekers not accommodate in asylum homes for long time

Attempts

- Spoke promotion (especially for children with migration background)
- Close contact to migrant groups especially to youth
- "National Action Plan" (Landesaktionsplan) against racism and discrimination (sensitization for structure which promote racism and discrimination, inventory of good strategies, development of strategies, collaborations with migrants clubs, regularly meetings to figure out the situation)
- Learning together early (children with and without migration background) in kindergarten
- More financial aids for schools with high number of migrants (includes also more social workers and specialized pedagogues)
- Cultural opening of German society/ rethinking
- Discussion

5. Dinner in the "Wrangelkiez"

8th May 2014

0. Short Review on last day

1. Metin Atakli, Lea Hasskamp and Dominique Pleil from BIK – “Berufsorientierung im Kiez” (“Career Counseling in the Neighborhood”; concept in appendix)

- Project coordinated by “Quartiersmanagement” (Districtmanagement)
- Grant-aided by ESF

Clientele

- Local youth
- 15-25 years
- In transition of school to vocational training
- Disadvantaged, bad grades, low education level, social disadvantaged

Project facts

- Outreached character
- Kind of street work
- Consulting the youth in the "Kiez", development of networks (consisting of public institutions, youth clubs, schools and so on)

Two steps

1. Figure out Resources and Abilities of Clientele (includes to develop realistic goals, connecting to other teams and supporter)
2. Working (includes applying training, coaching, reaching in job interviews)

Working structure

- Close to living situation (visiting youth on the street late at the evening)
- Close to families: working with them, integrate them into work
- Voluntarily offer
- Outreaching
- Helping process

Discussion (main points)

- Avoidance of leaving "Kiez" because of different socialisation (family structure, values and norms), experiences of discrimination, racism and not being self- confident-> motivation is needed
- Pledge of secrecy (for social workers, if they know who committed a crime); getting an awareness of committed crimes is more important
- Motivation by showing good examples, integration of former people who entered a vocational training
- Establishing the project after 1,5 years
- Contact to youth (at beginning of work very close)

2. Evaluation of the 1st meeting

- Discussion about objective of the project -> idea of illustrating a mind map by every partner (figure out the key words and connect them; example for graphic in appendix)
- Starting point in the map are the words integration/ inclusion and education
- Mind map has to brought to the meeting in France
- The minute will be sent until 20th of May 2014 to all partners
- They can correct and add missing points
- Collecting evaluation sheets
- France is going to send a first version of the draft agenda for 2nd Meeting in the end of May

3. Intercultural excursion

9th May 2014

Departure of Participants

Addendum

BIK Career Counseling in the Neighborhood

Kontakt

FAA Nord – Projekt BIK
Wrangelstraße 78, 10997 Berlin

Büro

Waldemarstraße 70, 10997 Berlin
Sprechzeiten: Di/Mi 16-18Uhr

Team

Metin Atakli: 0152 09003802
Lea Hasskamp: 0152 13240256
Müjdat Yigiter: 0174 9089484
Dominique Pleil: 0174 1620699



■ Target Group

„BIK-Career Counseling in the Neighborhood“ is a project targeted at educationally disadvantaged youth from 15-25 years old, which usually are distanced towards institutions. Four neighborhoods of the Berlin-Kreuzberg district are included in the project area: Wrangelkiez, Zentrum Kreuzberg/Oranienstraße, Mariannenplatz and Graefe-Süd. The project aims at providing kids with career counseling services by seeking them out in their neighborhoods. Most kids living in this district cannot be reached by more traditional counseling services, since they are subject to educational disadvantages, a lack of social integration and have often experienced discrimination on grounds of their ethnical backgrounds. The majority of these kids complete secondary school education with very low qualifications.

■ The Project

BIK tries to include the kids in finding new ways of defining goals, own strengths and resources, in order to pave the way for integration into society and establishing a future career. BIK offers a variety of supporting services to the kids, which are suited to the living situations they find themselves in. As a first step, strengths and resources are identified and discussed with the participants. Realistic career perspectives are worked out together and steps identified to enable a smooth transition into vocational education systems. It is especially important to reduce certain barriers and stabilize each individual before making future choices. Some of the kids need to learn to structure their days, may have to improve their qualifications, make first work experiences and learn how to write job applications. This first orientation phase may, depending on each individual's condition, take up quite a while. After a participant has been successfully placed in an apprenticeship, school or work, he or she is further on supported through BIK, in order to prevent them from dropping out.

■ What makes BIK so special?

BIK seeks to draw the line between other career counseling services, by targeting especially disadvantaged youth. This is achieved by such principles as wholesome analysis, low contact barriers and an orientation to real world living situations. A male and a female street worker are constantly present in the neighborhoods and seek out kids at their preferred places, especially youth centers. Furthermore, kids are treated with respect and are accepted the way they are, in order to strengthen the bond with the youth workers. BIK is constantly in contact with and coordinates the communication between job-centers, employers, parents and cooperation partners. In line with the theory of peer education, the high level of participation and inclusion of the kids enables them to actively have a say throughout the orientation process.



Funded by the European Union, die Bundesrepublik Deutschland und das Land Berlin im Rahmen des Programms »Zukunftsinitiative Stadtteil« **Teilprogramm »Soziale Stadt«**



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Example for mind map graphic



INTEGRATION

Integration

Education

EDUCATION

