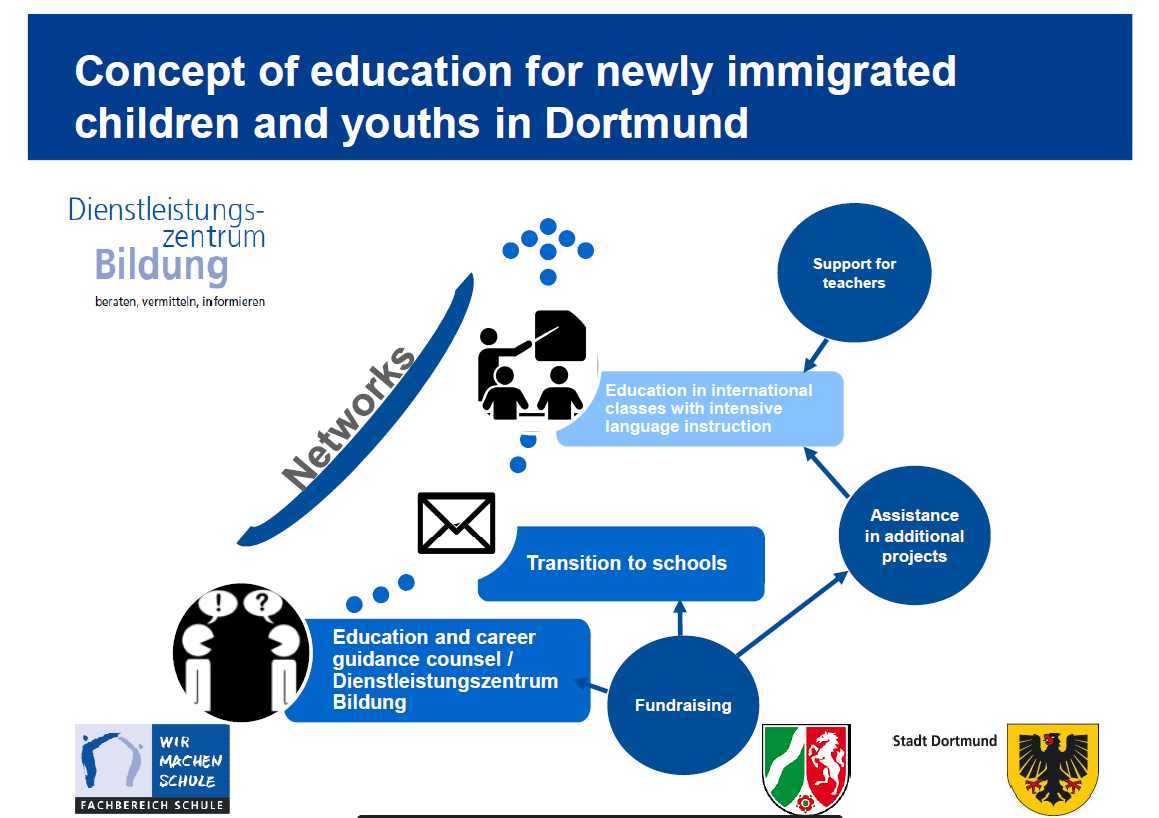
**Open your mind!\***

**Scheme for an approach to integrate/include students with refugee and migration background through projects**

\*Rafif Alnajjar (class BF, mixed class of students born in Germany and newly immigrated youngsters, from Syria)



**Results of the plenary:**

**General Approach**: Approaches for integration no longer only apply to asylum seekers or refugees but to all people who travel (to Germany) and **who stay** => called “Zugereiste” (‘newcomers’)

The aim **should be called “inclusion”** instead of “integration”, because it should not be a process of assimilation of a new group to an established group but the **support within a group**

**Cooperation between authorities:**

* City Council and schools work closely together to **simplify educational paths**
* All participants: Close support network must exist between all authorities
* “Plan B” in Dortmund supports families about housing, finances, language support in official situations, also by providing interpreters through networks, language courses

**School:**

* In Puerto del Rosario: **“Welcome class”** before attending mixed class
* In Norway: 1. Level class of Norwegian before next level
* “Tandem courses” for learning Spanish at the LHB in which immigrated students teach students who were born in Germany => **meeting at eye level,** getting away from the deficiency approach in a **one-to-one learning situation**
* In Norway: **Connected teaching approach**: no subject is taught in isolation but linked with other subject matters
* **Youth- orientated methods** with podcasts, blog entries etc.
* Raising students’self-esteem (realised by **presentations and more independent learning**)
* Implementing regular **project structures** in teaching (e.g. competence-oriented approach in Germany in Youth Training Classes) instead of time-table structure
* More **practical modules** in learning bring students together
* More support to enable students to gain school certificates and reports which open doors to labour market
* In Finland and Germany: **vocational training and language training simultaneously**

**Labour market:**

* In Norway: convince employers about the necessity of training people to be skilled workers because they are needed => older workers must transfer knowledge to younger workers
* In Finland: Vocational training parallel to language learning courses
* In Germany: project-orientated approach in metal technology at the LHB => making a barbecue grill, **planning, sketching, drawing, building, calculating** etc. in **student company** “Young Steel”
* In Norway: every **student is self-employed, students get a pre-contract in the companies**

by which the employer can see how the student works, can be immediately changed into a

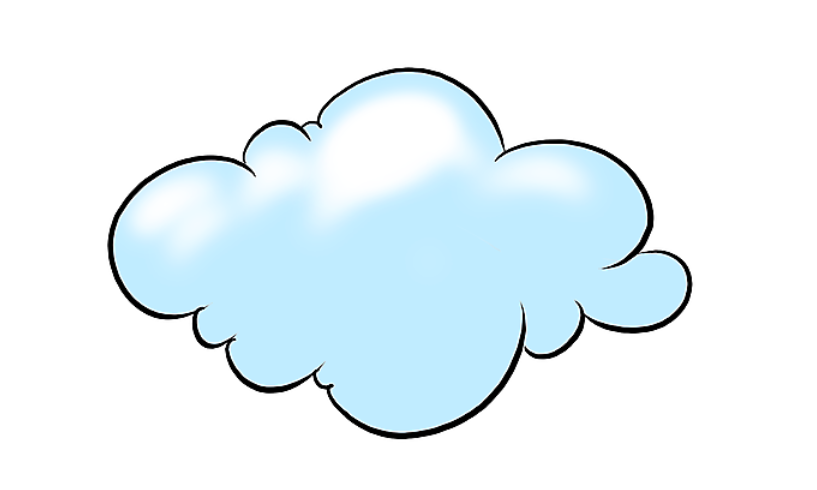
real contract

* More **work placements for a hands-on experience** in order to find out what you like to do for a living
* **“Dual System”** in Germany to connect practical hands-on approach at the company with learning the underlying theory at school simultaneously (but you need a contract with a company that the school must prepare you for)
* More **application fairs** (like “Markt der Möglichkeiten” where companies present themselves at one big event in a festival hall)
* **Employers present themselves more at the schools** to reduce students’ intimidation to get into contact with an employer themselves on application fairs
* **Extra technical tuition from student to student** for more successful apprenticeships, paid by job center
* More **support for motivated company owners**, because there are a lot who would like to employ a ‘new citizen’ to help with the transfer from school to working world
* More **internships** which show employers how well someone works beforehand
* City Council offers extra courses for students in an apprenticeship (Dual System)

**Social integration:**

* In Finland: focus on learning the Finnish language through **social interaction on special events**
* Project “Angekommen” as a scheme to support all ‘newcomers’ in education in more complex terms (additional German courses, **cooking, climbing, leisure activities**, extra tuition) in a special building and environment
* **European projects** that **support European identity and cooperation** **between school departments and learning levels** with a hands-on approach working in **international teams like** “Robots ‘R Us”
* More **contact between all classes** of one school
* **Common journeys** and trips to open your mind to other cultures
* **Enrichment approach** through social events to find out what refugees bring into the country, not only what they have to learn and don’t bring in (soft skills etc.)

**Hopes and dreams:**



* More support from companies to help integration in labour market
* More practical work (with metal, wood, plastics) in mixed classes across departments and levels of education
* **Longer breaks for common meals** **and other activities together**
* A library as a **communication centre** building bridges between youngsters and cultures
* **More money for the necessary equipment for a practical approach**
* **More teachers** for team teaching
* **More lessons to be shared in international groups**