



HANDBOOK OF THE BEST PRACTICES

Strategic Partnership

Cultural diversity: practices of parental education in Austria, Sweden, Germany and Turkey

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1 Introduction

Europe nowadays has the possibility and necessity to integrate people who had to flee their own countries according to war and/or prosecution. Because of the cultural differences and diversity of speech, Europe is in special need of new and innovative methods of integration. The main goal focuses on diminishing the fear of the unknown for the European citizens on the one hand and spreading the idea that integration can be a positive influence on the European culture on the other hand. The participating organizations of the strategic partnership were chosen because of their historical experiences, which showed the importance of sustainable integration. Today all European countries face those challenges again, which makes the cooperation and exchange of existing integrational methods more important than ever. All selected partner organizations have vast experiences in inclusive parental education and youth work. The chosen participants of the strategic partnership are:

- Hessischer Volkshochschulverband e.V. (HVV), which is the central institution for further education and qualification for adult education organizations in Hessen, Germany.
- Studieförbundet Uppsala is one of the largest study associations for adult education in Sweden. Their focus lies on non-formal life-long learning.
- Bayraklı Halk Eğitimi Merkezi, located in İzmir, Turkey is a public education center. They cooperate with different NGO's, schools and other institutions.
- The Familienakademie Mühlviertel, as the initiator of the strategic partnership, works in the field of adult education, especially with parents and families in Austria.

The main goal of the strategic partnership is to present best practice examples of each country concerning integrational adult education. To ensure the high standards of quality of each presented best practice example, the ideas were presented and closely examined during numerous project meetings in the participating countries. Moreover, the partner organizations were asked to write down a detailed description of their best practice examples and try to implicate the presented methods of the other countries in their surrounding field. This should give all participating associations the possibility of getting approved feedback on their work and providing them with more ideas for their organization.

All this provides a positive outcome of the strategic partnership and urges all participants to an active involvement in the project.

As a result, all practice examples, methods and competences learned during the two years of cooperation are collected and described below. This paper should encourage not only the participation partners to implement some of the ideas in their organizations, but should also provide the possibility to other parental institutions to get new information on how integration in other countries is achieved.

We hope that the following pages spike the curiosity of the readers and provide some new perspectives on integration and inclusion in parental education.

2 Situation on flight and migration in the participating countries at the beginning of the strategic partnership

In the beginning of the partnership all organizations presented the current situation with Refugees and Migrants in every country, so that every participating person was up to date on the present situation.

2.1 *Flight situation in Austria*

The population of Austria is at about 8,5 million at the time. 13,3% of them, which means 1,1 million people are foreigners. Still the highest percentage of Non-Austrians are Germans, Turkish people and people from Serbia. Interesting to see is that half of the migrants do not stay in Austria for longer than five years. Mostly Turkish Citizens tend to stay longer in Austria than other citizens.

In 2015 the sudden increase from 28.000 to 88.000 requests of Asylum Seekers overwhelmed the Austrian government. They were not equipped to cope with the amounts of people entering through the eastern route. Therefore, a lot of voluntary organizations formed to provide the refugees with necessities like water, food or clothes. They even supported them with organizing transportation and accommodation. In comparison to the amount of entering Asylum Seekers, the approved flight status, did only increase from 9000 in 2014 to 14.400 in the year 2015.

Most of the refugees came from Afghanistan, Syria and Iraq, at the time. According to the percentage of approvals, it is interesting to see that only Refugees from Syria had an

approval rate from 82%, but people from Afghanistan and Iraq had rates under 30%. Another fact is, that for every 100.000 inhabitants Austria approved 167 applicants, which makes Austria the State with the second most approvals after Sweden. In the last years the number of the asylum application went immensely down. In the year 2016 these were already about 42.000 applications (about a half from the number of the year 2015), and in the year 2017 there were only about 24.000 applications registered. And the development is continuing in that direction.

Unfortunately, the numbers of unaccompanied minors, seeking for asylum grew rapidly in the year of 2015 as well. The numbers for children under the age of 18 were 8.300, and 500 children even were under the age of 14. In Austria, the children are placed in special homes, where specifically trained pedagogues take care of them. Moreover, there were special helpdesks, run by the state, installed to give them the required support. But the long unsure journey is a great cause of traumatization, especially for very young kids. They experience violence, on the one hand among refugees and on the other hand from police forces, as well as seeing death all around. And they find out first hand that the life they envisioned in Europe is not that they are experiencing now. This can lead to problems with concentration or sleep deprivation, as well as extraordinary behavior in common situations. To counteract this development the Austrian Government offers therapies for children and adults, as well as support workshops. Voluntary Organizations are working hard on integrating the refugees in the community by helping them join clubs, or boost their self-confidence through workshops.

The main focus on integration of refugees or asylum seekers is to present the opportunity to learn the language as soon as possible and learning the core values of our society. Both measures are funded by the state, but vary in quality. After the asylum seekers have been confirmed and have a positive status, the voluntary work is the only support the migrants get finding homes or work. Especially for official meetings at the unemployment office or other facilities there is a need of supporters for the individuals. This task is being worked on, and shows a field where the Austrians are still not that experienced. Here we would be in need of semiprofessional organizations to keep up with the demand.

2.2 *Flight situation in Sweden*

Between the years of 2015 and 2017, Sweden, alongside the rest of Europe, received a large number of asylum seekers. From 2015 to 2017, Sweden has processed 217 482 applications for asylum. Of these applications, 144 723 have been granted asylum

From 2015, when the rate of asylum seekers in Sweden increased, institutions and authorities struggled to meet the needs of asylum seekers. Difficulties in processing asylum applications in a short period of time led to long periods of uncertainty for those awaiting asylum decisions. Asylum seekers as well as those who were granted asylum and entering a resettlement period in their new country needed support in adjusting to a new society, language, and culture. To ease this time for asylum-seekers and alleviate pressure on government authorities and institutions, the national government wrote several mandates directing funding to civil society organizations to work with asylum-seekers and newly arrived immigrants who had been granted asylum. A number of these mandates were targeted at study associations.

One of the main strengths of the work that civil society and study associations have done with asylum-seekers and newly arrived migrants to Sweden lies in civil society's ability to mobilize quickly and proximity to the local level. Study associations in Sweden work with a long tradition of "folkbildning." This concept can be translated to "popular education" and aims to empower people to learn from one another through citizen driven, egalitarian study groups. The main aim of projects run by study associations with asylum seekers and new immigrants to Sweden was to support learning of Swedish and an understanding of different aspects of Swedish society. The initiatives aimed to provide meaningful activities for asylum-seekers during a period of waiting and uncertainty as well as to ease the establishment process and integration into Swedish society when people were granted asylum. Through incorporating the philosophy of "popular education" study associations have been able to work with asylum seekers and new migrants in a flexible way, based on participants' own needs and desired learning outcomes.

As one of the ten official study associations in Sweden, Studieförbundet also worked intensively with asylum-seekers and newly arrived immigrants. Study circles led by Studieförbundet made use of already-existing material that was adapted so it would be suitable for asylum seekers. Many of those lead study circles have a background as Swedish

language teachers. In addition to making use of already existing material, Studieförbundet developed two new materials; Swedish in Nature and Älskade Barn, which the case study in the following section is focused on. A closer look at the Älskade Barn program will highlight some of the challenges and opportunities that Studieförbundet has experienced in its work throughout the past years.

2.3 Situation in Germany

The situation in Germany and Hessen concerning migration, population and refugees
Germany, located in the middle of Europe, is since many years an immigration country- since 1953 more than 5 million people migrated to Germany. Today, 22% of the people living in Germany, have a so-called "migration background" (which means that either they or one of their parents didn't have a German citizenship by birth), the biggest groups have roots in Turkey or Poland.

2015 the official numbers concerning migration where the highest in the history of the federal republic- 2.1 Million people came. The balance of people moving to and away from Germany was in 2015 plus 1.1 Million and in 2016 plus 500.000. Because of the good situation on the labor market many people are coming from European countries like Romanian, Poles or Bulgarians. The number of people asking for asylum or protection under the humanitarian law also increased- in 2016 1.6 Million refugees were registered in Germany (which is a percentage of 16% of all foreigners).

The situation in Hessen

Hessen traditionally always had much immigration- the quota of people with a migration background is higher than in average Germany- more than 30 % of all citizens. 2015 more than 110.000 refugees came to Hessen, 75.000 stayed as asylum seekers. 2016 and 2017 the numbers clearly went down- 2016 20.500 stayed in Hessen, 2017 about 11.100. Because of a lack of chances to stay, around 20.000 persons left again- all in all we talk about 100.000 asylum seekers and refugees who came to Hessen since 2015.

Asylum seekers and refugees came from this countries: 24% from Afghanistan, 25% from Syria, 16% from Iraq, about 6% from Eritrean and Iran, other countries are Pakistan, Ethiopia, Somalia, Turkey and Algeria.

The developments of the last years are a challenging situation especially for the communities and the regional structures- from the first questions of housing to special classes at schools and language-classes for adults to projects aiming at the integration of the migrants to the job market in Hessen. At the same time political and educational institutions also support the society on the regional level, f.e. trainings for volunteers, political discussion rounds and projects which give the space to meet each other and develop intercultural competences.

2.4 Situation in Turkey “Turkey as a gate to Europe”

The number of refugees in Turkey has reached over 3.4 million, making Turkey the largest refugee host country in the world. Turkey, for the third consecutive year, has hosted the largest number of Syrian refugees worldwide, as the number of people displaced from their homes across the world due to war and persecution climbed slightly to a record 65.6 million last year, according to a new U.N. report released. Turkey has taken in the largest number of Syrians with a total of 2.9 million at the end of 2015. It has since exceeded 3 million, the United Nations High Commissioner for Refugees said. This number accounts for around 45 percent of all Syrian refugees in the region, according to the U.N. Within this number, about 90% of Syrian refugees in Turkey remain outside of camp settings with limited access to basic services.

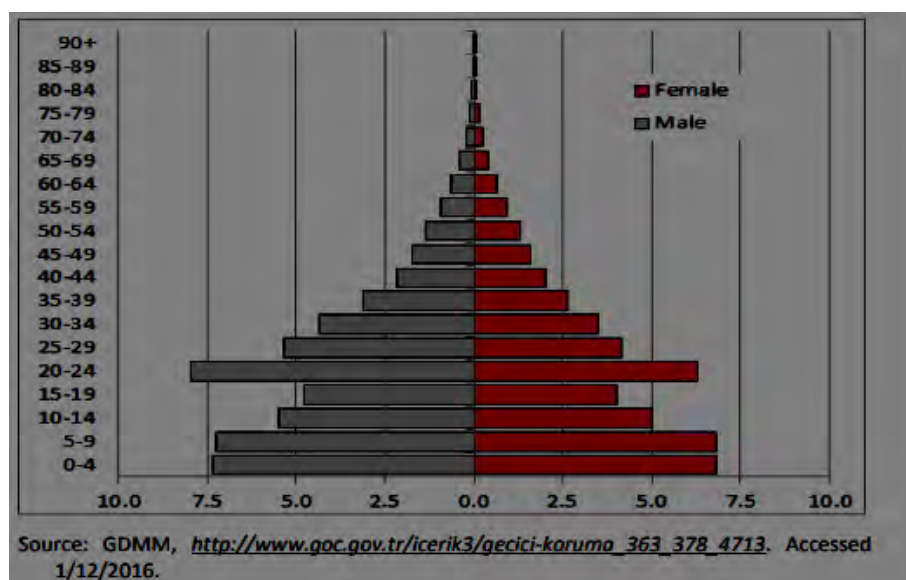
Apart from Syrian refugees, since 2011, Turkey has received a total of 387,020 individual asylum applications (according to UNHCR statistics) from mostly Afghan, Iraqi, and Iranian nationals (compare that to the 77,000 asylum applications it received between 1995 and 2010, according to Turkish statistics) Altogether 39 humanitarian projects have been contracted with 20 humanitarian organizations which are working in close cooperation with Turkish partner organizations to provide support to refugees and vulnerable people.

" It has increasingly become clear that humanitarian assistance must be paired with development interventions that can begin to respond to the scope, long-term nature, and socio-economic impacts of the refugee crisis, which is now a serious global matter. The Government of Turkey and the World Bank are working in partnership to identify and mitigate the impacts of Syrians under Temporary Protection (SuTPs) on Turkish host communities. "

Johannes Zutt
World Bank Country Director for Turkey

2.4.1 Temporary Protection Regulation

On October 22, 2014, the Temporary Protection Regulation was issued. It pertains to, among other matters, temporary protection proceedings that may be provided to



Population Pyramid of Syrians in Turkey

foreigners, who were forced to leave their countries and are unable to return to the countries they left and arrived at or crossed our borders in masses to seek urgent and temporary protection and whose international protection requests cannot be taken under individual assessment.

Recently, Syrians have been placed as a group under temporary protection status, while non-Syrian, non-European applicants may apply to the UNHCR for RSD procedures to be carried out. If an applicant is deemed to be a refugee according to the UNHCR's mandate, the UNHCR will attempt to resettle the person or family in a third country; the process may take years, however, because the UNHCR is not equipped to handle the current numbers of asylum-seekers in Turkey.

2.4.2 EU/Turkey 2015 Joint Action Plan

On November 29, 2015, the European Union and Turkey signed an agreement under which the EU will give Turkey €3 billion (about US\$3.25 billion) to manage the refugee crisis in the country, aimed at the 2.2 million Syrian refugees and 300,000 Iraqis, and to prevent

their reaching EU countries. Under the Joint Action Plan, “Turkey will be in charge of sea patrols and enforce border restrictions to manage the flow of refugees to Europe[,] . . . combat human trafficking and passport forgeries, and return refugees to their countries of origin if they do not meet refugee requirements” thereby becoming a “‘wall of defense’ against the flood of refugees.”

On February 10, 2016, the European Commission published a report on Turkey’s progress in implementing the agreement. Among the conclusions and recommendations are that Turkey needs to “make significant progress in preventing irregular departures of migrants and refugees from its territory”; take urgent action to align their visa policy with that of the EU, “prioritizing those countries that are a source of irregular migration to the EU”; align its draft law on personal data protection with European standards and swiftly adopt it to allow closer operational cooperation between Turkey and Europol, Eurojust, and law enforcement agencies of EU Member States; step up bilateral cooperation with Greece in border surveillance, anti-migrant-smuggling efforts, and implementation of bilateral readmission obligations; and strengthen actions against human smuggling in coastal areas.

For its part, the EU, based on the agreement on the Facility for Refugees in Turkey, must begin as soon as possible to deliver assistance and address the needs of refugees under the agreement. Moreover, the Commission and Turkey should be ready to reprioritize the existing assistance programs to Turkey “to respond rapidly to newly emerging needs” in the area of migration

2.4.3 Basic Needs/Accommodation and assistance for refugees

Social assistance services and benefits are to be provided to applicants and international protection beneficiaries in need.

As of March 2015, the Turkish Disaster and Emergency Management Authority of Turkey’s Prime Ministry, along with the Turkish Red Crescent, had established twenty-five Syrian refugee camps. These camps reportedly have markets, reliable heating, religious services, communications infrastructure, firefighting services, interpreters, psychosocial support, banking services, and cleaning services.” Camp residents are given three meals a

day and also electronic cards that provide some money for personal needs.”. An applicant for asylum who is found to be in need may also be provided an allowance.

The relevant Turkish laws on social security and medical insurance apply to those applicants and international protection beneficiaries who are not covered by medical insurance and who do not have the means to afford medical services. To pay the premiums for medical insurance, funds are allocated to the DGMM budget, but those who receive coverage are asked to contribute in full or in part, in proportion to their financial means.

The Ministry for Family and Social Policies places unaccompanied minors “in suitable accommodation facilities, in the care of their adult relatives or, a foster family, taking the opinion of the unaccompanied child into account”. If suitable conditions are available, minors over sixteen years of age may be placed in reception and accommodation centers. To the extent possible, siblings are to be placed together.

ID Cards

Persons granted refugee status are issued an identity document, valid for three years at a time that bears their alien identification number. For persons granted conditional refugee or subsidiary protection status, the identity document issued has a one-year validity period. The identity documents of refugees and conditional refugees/subsidiary protection beneficiaries, which are issued without charge, substitute for a residence permit. The DGMM determines the format and content of these document

Travel Documents

In conformity with the Convention on Refugees, the Turkish governorates issue refugees a travel document. Requests for travel documents made by conditional refugees and subsidiary protection beneficiaries are evaluated within the scope of article 18 of the Passport Law, which addresses passports bearing the stamp “Exclusively for foreigners”

2.4.4 Education

The LFIP provides that applicants and international protection beneficiaries and their family members are to have access to primary and secondary education. In September 2014 the Circular on Foreigners’ Access to Education (No. 2014/21) was adopted. The Circular and the Temporary Protection Regulation make registration with the Turkish authorities a prerequisite for access to education. Syrian refugee children must also provide “a residence

permit, temporary protection identification or the Foreigners' Identification Card" to enroll in a school; without such a document, the children may enroll as "guests."

2.4.5 Education Programs and Projects for Refugees

The World Bank, together with the Ministry of National Education of Turkey, Disaster and Emergency Management Presidency, the European Union, and KfW, has launched the "School Construction Projects under the Facility for Refugees in Turkey" Project.

Funded by the European Union and implemented by KfW and the World Bank, the project aims to support the Government of Turkey in improving access to education for Syrians under Temporary Protection (SuTP), as well as their host communities, by expanding disaster-resilient education infrastructure in priority provinces.

The Ministry of National Education (MoNE) will construct approximately 56 formal and informal education facilities, reaching more than 40,000 direct beneficiaries. The project will not only facilitate access of SuTP and host-community students to formal education facilities, but will also facilitate the construction of informal education facilities that would benefit the community at large.

Refugee families in Turkey start to receive education in emergencies payments. Cash transfers are given to families whose children attend classes regularly - as part of a program to help 230,000 refugees into school.

The first payments have been made under a plan to help 230,000 refugee children into school in Turkey by the end of this year. The families of 56,000 children have started to receive money from the European Union's biggest humanitarian program for education in emergencies.

The Conditional Cash Transfer for Education (CCTE) project receives \$41 million in EU funding through the EU Facility for Refugees in Turkey. The project operates in partnership with UNICEF and its local partner, the Turkish Red Crescent.

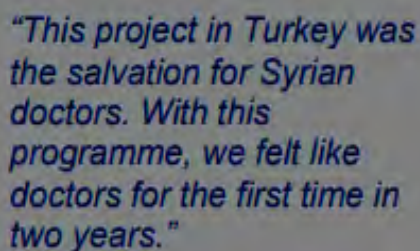
"Project for Promoting Integration of Syrian Children into Turkish Education System" is a project which aims to support the activities of Turkish Ministry of National Education for integration of Syrian children into Turkish education system. The project has been signed by Ministry of National Education and the Turkish Delegation of EU .The project started on

The applicant or subsidiary protection beneficiary may have his access to the labor market restricted for a given period, if circumstances in the labor market or sectoral and economic conditions necessitate it. Such restrictions do not apply, however, to refugees and subsidiary protection beneficiaries “who have been residing in Turkey for three years; are married to Turkish citizens; or, have children with Turkish citizenship.”

2.4.7 Health services for refugees in Turkey

As part of the whole-of-Syria approach, the WHO Country Office in Turkey and its field office in Gaziantep delivered support in the following areas.

Primary health care: WHO continues to train Syrian health staff living in Turkey to support their integration in the Turkish health-care system? Syrian professionals who successfully complete courses and on-the-job training are recruited to work in health centers serving refugees. In 2017, they provided approximately 150 000 linguistically and culturally sensitive medical consultations for refugees and migrants.



“This project in Turkey was the salvation for Syrian doctors. With this programme, we felt like doctors for the first time in two years.”

*– Dr Muhammed Hattab,
trainee in adaptation courses
for refugee doctors*

3 Integrational methods for refugees in Adult Education

Within our first meeting there was the conclusion, that all participation organizations should present different existing adult education methods within the strategic partnership. For being able to implement the ideas from other organizations a detailed description of the methods of every participating country is necessary. Below, the organizations from Austria, Sweden and Germany have provided one main best practice project Junior-Kreativ-Werkstatt, Älskade Barn and telentCAMPus and in addition (as well as Turkey) five different integrational educational offers within their organizations.

3.1 Austrian integrational adult education projects

Die organization of the Familienakademie Mühlviertel works in the field of adult education, with the emphasis on parental and family education. Therefore the whole family is included in some of the described methods below. The decision was made that FuN – Familie und Nachbarschaft, the Eltern-Aktiv-Seminare, Child and Youth group work, and the Connect project will be presented as possible offers for our participating organizations.

3.1.1 Junior-Kreativ-Werkstatt

Description of the concept

The Junior-creativity workshop is our best practice project. It is a creative workshop for kids between the age of 6 and 13 years. The project has been running for 6 years and the main focus during this project is the improvement of German language skills.

It is scientifically proven that children from migrant families almost all the time speak their mother tongue during the summer holidays. As a result, their level of language knowledge is less sophisticated at the start of school. This is the reason why they have to work even harder to reach the same skill level again or to improve it further. It requires a lot of energy and concentration and lots of them lose motivation. The aim of the junior-creative-workshop is to avoid such situations and to create a productive learning atmosphere with the perfect balance between work and having fun. In order to reach this goal, the juniors-

creativity-workshop's concept is to systematically customize the program to each participant needs.

A positive side effect is, that the kids reduce cultural stereotypes and increase the awareness for a multicultural society. It is always surprising how children communicate, even when they don't talk or understand all words. Do you know that 80 to 90 % of our communication is nonverbal?

After analysing the last PISA-results for Austria it is clear, that something has to be done in the area of language development for our kids.

The foundation of the project was made by the town of St. Georgen/Gusen. The city of Perg and the towns of Luftenberg, Schwertberg, Mauthausen, Langenstein, Ried in der Riedmark and Naarn also took part in the project to create a joint possibility in the areas of language development and intercultural competences for kids in their early years.

To give you an impression of the project, we will sum up our main objectives:

- Improvement of the German vocabulary and enhancement of the language skills and proper German writing
- German as key factor for a successful integration in the society
- Using of regular and non-regular education methods ("out-of-school")
- Interacting with the language and reduction of shyness to use it
- Motivation to an active communication
- Increase individual chances due to better language skills
- Improvement of cultural awareness
- Enhancement of children's self-esteem
- Non-verbal communication
- Establishing a culture of respect where differences can be discussed and accepted
- Questioning of stereotypes and reducing their influence
- Foster a greater individual responsibility

- Words from different languages
- Active contribution to the weekly program
- Joint group performances
- Reunite the participants and their families at the “family weekend” in Klaffer

Family weekend:

To strengthen also the intercultural awareness and usage of the German language of the whole migrant family, we offer a weekend together. The family should speak in German and the weekend is guided by an experienced parental trainer. They shall enjoy the community and also the program. Additionally, there are child care workers who can look after the children in order to enable parental education and exchange too.

Back to the best-practice-example:

The concept is separated in language development, sportive activities and creative workshops. Physical exercises and playing games motivates the kids to get more involved in the project. Besides, they learn important rules of communication without noticing.

At the beginning of the week we start with icebreaking-games and we define the rules and social manners together with the kids.

Let's come to the daily routine:

08:00-09:00	Arrival time
09:00	Healthy breakfast (prepared as a group)
09:30-12:30	Learning modules (German); active games – or combination of both
12:30-13:30	Lunch together and relaxing time
13:30-15:30	Learning modules (German); active games – or combination of both
15:30-16:00	Reflexion and feedback round

As an example: Every day, one of the pedagogues invited 3 children to join him/her to the supermarket in order to buy the breakfast for the whole group. The kids constantly were well behaved and proud to be part of this responsible task. At the same time the rest of colleagues and the other kids prepared the rest of the breakfast. Every day, we also

organized a kitchen team and these kids supported us by washing the dishes, cleaning the tables.

Due to the high demand, the junior-creativity-workshop took repeatedly place in Klaffer, Mühl-fun-viertel too. The dormitory with its environment is perfect for the needs of the project and the participants. It is located in the rural area nearby Klaffer. The dormitory borders two idyllic lakes and is situated nearby a small forest. In the surrounding area of the accommodation a small stable houses donkeys, a horse, pigs, alpacas and some goats. As an extra benefit, the children will stay here one week together, also overnight. It is certain, that they have perfect conditions to increase their language skills as well as their social and intercultural competences.

Due to the fact that they have more time with the kids, they will additionally organise:

16:00-18:00	"Free-time pedagogical events" with the focus on language
18:00-19:00	Dinner

Target group

The target group consisted of young migrants aged between 6 and 13 (not less than 50 %) and a part of the group should be Austrian kids using the mother tongue German. We offer a possibility to improve the language skills outside the school structures during the holidays. The multiculturalism makes a project with people from different nations very exciting. There is not only the language barrier, there is also a cultural difference.

On one hand the knowledge of the German language is an important requirement for a good education and on the other hand language is the key to connect people and enable successful integration. Language deficits are often the reason for an inferior development of talents or other special skills cannot be supported.

Application

The application procedure relies on a comprehensive network based on migrant association like the Alevi community Perg or the ATIB Mauthausen.

With these partners, we have a long-standing cooperation which goes beyond the border of the district of Perg. The application is supported from all the involved local communities as well as from schools in this area.

Furthermore, the project relies on a big network supported by the parent-child-centers as well as the family academy in St. Georgen/Gusen, Langenstein, Schwertberg and the branch of Ried in der Riedmark. Due to the fact that we already organised various intercultural events we can rely on a comprehensive network of known people with migration background.

Thanks to the ongoing work and the increased popularity of the project we are able to motivate the families to bring their kids to us. Due to our classic merchandise channels like our homepage, flyers and posters and our facebook-page we gain more and more popularity. Nevertheless, word of mouth advertising from participants of former programs are the best way to motivate kids to take part in our program. Furthermore, also our employees advertise the JKW in their community and they also help to distribute flyers, put up posters as well as to talk to kids and their parents.

Additionally, we also can rely on the experience and the contacts of the regional competence center of the Volkshilfe in Perg with whom we have a close cooperation in various different projects.

Organisation: rooms, materials, networks

At the moments, there are two places, where the Junior-Kreativ-Werkstatt takes place in the summer, St.Georgen/Gusen and Mauthausen. With both community of these towns we have a steady partnership. On this basis, they allow us to use the rooms during two weeks. The basic materials and infrastructure are also offered by the community. The pedagogues of the Junior-Kreativ-Werkstatt usually send us a list with materials they need for the programme and we provide them with those.

Learning approach, methods

Language competences:

Weaknesses in the field of German language can be improved by practical exercises like funny tongue twisters or other word plays. For example, we define the topic "animals",

give the word horse and the next one in the round has to find a new animal with the last letter of horse "e".

Creative work:

Additionally, together with the kids we do creative tasks like musical-instruments and drawing. Of course, we use this relaxed atmosphere to talk with them a lot. Another advantage is, that we use the instruments for making music together and singing famous German songs.

Physical activity and non-formal learning

It is a fact, that physical activity plays a highly relevant role to fix the knowledge. Working out is good for a healthy body and a healthy mind. Furthermore, we always make breaks to keep the kids motivated. Otherwise they are not able to concentrate on the tasks. As I said before, it is also requested to speak in German while breakfast, lunch, "creative time" ... This is the most significant rule, which we set as a rule together in the first meeting.

Self-confidence

We all know that it's not always easy to present in front of an audience. However, with enough practice you feel better and well prepared. The group organizes for the last day of the week a kind of "parents' coffee" to show them some outputs of the project. It depends on the children what they want to present: for example, a theatre play, a song etc. One of our key values is solidarity. With this project, we demonstrate the children the high importance of good communication and also that it is easier and funnier to learn together without any prejudices. "Living Solidarity" is our motto and best practice example for the parents.

Team, description of competences:

The core team of the project consist of:

- Two special educated supervisors with experience in language development, intercultural work and DAF/DAZ
- One supervisor with experience in social competency experiential education

All members of the team have a sound educational background and have experience in various regional as well as international project. This experience enables our supervisors to teach the content while using age-adequate methods.

To guarantee a high standard of quality a daily team-meeting will be held each day. The purpose of this meeting is to reflect on group dynamic processes, special events and to specify the goals for tomorrow. Furthermore, the kids are invited to constantly give feedback to adjust the program to their child-oriented needs.

Experiences:

Interview with one of the pedagogues:

What do you like in the project?

Well, I really enjoy working with children. They learn really fast and they are very grateful if you invest some time and work. Amazing was the variety of cultural backgrounds we had. We focused our workshops on communication and equality which worked out really well. One more special thing is that our work is based on a non-formal education, where we try to be away from typical school task, we try to combine learning and an active exchange with fun, so that it is not boring for our group, so that they want to take part again and again. We try to show that absolutely all children are equal and have same rights regardless religion, cultures and other backgrounds. During the project period we are all as one, we are all one team.

What would you make in another way?

In the last years there were really many participants that is a great fact and a proof that our programme and our methods are really successful. Another fact is, that 3 pedagogues for about 25 participants can be not enough. Sometimes we thought that is would be great to involve one support person. On the other hand, we know that it is almost impossible, because of budget, therefore we sometimes have to reject some participants, because a high quality is the most essential for our work.

What would you suggest to other adult education staff, when they start with the project?

Preparation is probably the most important thing. You can't be surprised that easily if you are well prepared. Patience and flexibility are the second most important things in my opinion. Don't expect everything works exactly the way you want it and planned it. You have to be as versatile as possible and always try to have fun. Kids always know when you "fake" your mood.

Interview with another pedagogue from the team:

What do you like in the project?

It is nice to observe a mixture of different cultures and backgrounds and the project is a proof of a peaceful co-existence full of solidarity. We had already kids, who cried on the last day of the project and who told, that it was the nicest event in his life till then. That was a former refugee, who got such a chance for the first time, who saw no peace in his life and only weapons. At the beginning of the project he drew only weapons, and could hardly write his name. After two periods of participation we noticed such positive differences, such developments, indescribable. That is what makes this project so special and therefore it is nice to be a part of such happenings.

What would you make in another way?

According to the programme no refugees can take part in the project, only those with positive asylum status and migrants. That is a pity, because all should be treated equally, no matter which background someone has. Education should be available for absolutely all.

What would you suggest to other adult education staff, when they start with the project?

Be open to all cultures, be open to experiments and challenges, inform yourself about participants, their wishes, needs and expectations, make each child feel that it is welcome and everyone is unique and everyone has rights. Don't forget, you don't work only with participants, you work with individuals and personalities. Be open and creative, give more than 100% of all of your knowledge, competences and efforts during this project.

From the interview with one of the participants:

What do you like in the project?

What I mostly liked is the fact that we had a chance to codetermine in the daily programme; together with our pedagogues we could influence the programme and express our wishes. Every time we found many friends, with whom we are in contact till nowadays. We got to know refugee kids, who were so happy to take part, who appreciated each moment spent with us, Austrians. During the family weekend, our parents could exchange a lot and learn about different cultures, the same as we during the summer weeks.

What would you make in another way?

There is nothing what I would like to change, because I see this project as a great opportunity not only for refugees and migrants, but for Austrians too. We can learn from each other. The only thing, which could be organized better, is the parent café on the last day of the week, where we presented the results of the week. I would plan more time for the exchange between parents who come, not only a couple of hours.

From the interview with one of the participants:

What do you like in the project?

I like the atmosphere during the project, it is friendly and full of solidarity. Everyone is trying to support another one. We are one team during this period, and every time we notice that so many of us have such creative ideas. For example, when we worked out a theatre play: we were thinking about the text and how it should be played, that was a magic moment, to create sth. together. The thing is, I feel myself completely different, not like at school. There is no MUST. There is openness and warmth. I want to come again and again.

What would you make in another way?

I wish there were a bit more activities, which we do outside. Especially in the summer it is so nice to play outdoors. The rest is great for me, I wouldn't like to change anything.

3.1.2 Eltern-Aktiv-Seminare

- and the advantages for adult education considering flight and migration!

Eltern-Aktiv-Seminare, which means parents-getting-active-seminar in English, are adult education seminars about special topics concerning education, parenting, violence, school, as well as dangers like addiction. Parents who are interested in a special topic are able to choose from a complete catalog consisting of current offers and book it themselves. The only requirement is, that there are at least 8 parents present, to be able to start an Eltern-Aktiv-Seminar.

Also facilities like Kindergartens, Parent-Child-Centers, Crèches, or associations and clubs, as well as cultural associations, municipalities or prevention departments are able to use these offers. Just as with the parents they can chose the course instructor and the topic of the Eltern-Aktiv-Seminar, according to the interests.

The subject matters are attended to in three to four meetings with a total of twelve units, which consist of 50 minutes per unit. Between those meetings there should be at least one week of pause, so the parents will have the opportunity to test the newly learnt contents and try to implement them into their daily parenting routine. In the following meetings the parents can share their experiences and discuss how the children reacted to the new approach. The parents in this situation profit from the many to many learning experience.

The experts in this scenario are the parents themselves; however the highly qualified instructor add theoretical inputs and introduces practical examples, if there are no current ones, which the parents want to discuss. With open questions on different situations of parenting, the participants are invited to discuss and exchange information.

Goals of Eltern-Aktiv-Seminare

Eltern-Aktiv-Seminare were created to support and strengthen parents in their parental role and inform or sensitize them on certain topics like for example gender neutral parenting. Another goal is to make the exchange of experiences possible, as well as develop problem and conflict solving skills.

The group sizes vary from at least 8 participants to 15 participants max. This should ensure a good group dynamic with at least 8 people on the one hand and on the other hand it should guarantee that every participant will be able to ask questions or introduce his/her point of view. The dropout rate is very low. This can be lead back to the situation that the parents themselves are able to choose their topic. Nothing is forced upon them. All

challenges that occur at home can be discussed in a non-formal setting, with many specialists, the parents.

Future Trends

- One enhancement of the Eltern-Aktiv-Seminar is the Papa-Aktiv-Seminar, where men, especially, have the opportunity to discuss the role of a father in parenting situations, which is loaded with challenges, because of the many different perceptions in our society.
- There is also the possibility to attend the seminars in the mornings, where there is childcare provided to ensure everybody the possibility to attend. This gives women or men who cannot afford child care services to join the seminars.
- Another trend is to offer special Eltern-Aktiv-Seminare for single parents. This is one offer that is rising in demand rapidly.

To ensure the high quality of the program, there is a standardized questionnaire distributed after every evening. This way the participants can report anonymously how they enjoyed the seminar. This also provides the Familienakademie der Kinderfreunde Mühlviertel with the opportunity to react to the feedback, make adaptations accordingly and change the information on the promotion of certain seminars if they were misleading.

The advantage for migrant families lies in the low-threshold contact to native families, which can lead to better integration in the social system. Even if they are shy in the beginning to share their own experiences, they profit by listening to the experiences from other families. Moreover they get an insight in the parenting skills and the inner workings of local families. This sharpens the understanding of the behavior of their own children who often (have to) switch between two cultures.

The price for the participants lies at 10,90€ for all 12 units. This price is only possible because the whole program is sponsored by public authorities.

Methods

The Eltern-Aktiv-Seminar consists of group discussions, where the parents take on the role of experts. The solutions are based on positive reinforcement of existing competences from the participants. The participants are divided into groups and present

the topics, and answers with different creative methods. This methodology promotes the exchange between each other. Through creative measures, new perspectives on how to deal with different problems and situations are found.

After a problem description (for example a problematic situation with an adolescent) the roles within the family are distributed to volunteers from the group and a short role playing game is carried out. Through this small play on the situation described, it is often easier for the affected caregiver to understand the point of view of the child.

Competences

The following competences are necessary for the leaders of Eltern-Aktiv-Seminaren
Coordinating body: social awareness, understanding of the situations of families in different situations, communicative personality, high frustration, resilient, solution-oriented, administrative knowledge, project management skills

ElternbildnerIn: Pre-qualification (pedagogy, life and social counseling, Dipl. Social Worker, ...), training for adult coach, experience with children / young people, high social skills, didactic diversity, basic knowledge of administrative management, self-organized, reliable

Transfer

Building a pool of parental educators

Creation of a topic catalog

Networking with refugee care institutions, schools, associations of various kinds, educational institutions, retired teachers, ...

Public relations for the promotion of the new offer (daily newspapers, member newspapers, social media, communities,...)

Looking for multipliers, who would like to organize voluntarily such a seminar. In exchange the volunteer can participate for free.

Appointment and topic coordination with educators

The multiplier is looking for suitable rooms, moderation equipment is provided by the association

Applications are made by a multiplier.

Multipliers accompany seminars, keep in touch with educators, and handle the administrative matters (signature list, feedback forms etc.)

It is recommended to organize a networking meeting of multipliers and educators at least once a year, for feedback, networking, quality management, brainstorming for new ideas etc.

3.1.3 Child and Youth group work

- With the emphasis on camp pedagogy

To deliberately organize child- and youth activities is a valuable personal contribution for all participants, even adults. Especially camp pedagogy is an interesting way to integrate not just kids, but also adults into a group of people and show them that they are welcome. To attend camps together, whether in a local group or in a bigger association creates a new feeling of comradery. Because all participants leave their everyday lives at home they become the "same". All participants sleep in group tents, which are separated in male and female tents. The focus on oneself diminishes and material belongings loose importance. For being able to manage in nature, all campers have to work together. All competences and talents are needed at a camp. It spans from finding the right camp ground, the construction of tents, fetching water, organizing fire wood, or lighting camp fires. The community is needed with all their small and big hands to handle the challenges together in a group.

All participants are equals, and therefore as valuable a member of the group. The camp rules are developed and discussed together. This is why we are proud to say that kids and adults experience democracy up close.

Through the effect of role models the pedagogical approaches are transferred at eye level. It does not take lecture-style presentations to explain children- and human rights. All camp participants get tasks assigned according to their age and experiences. These tasks are vital to the well-being of the group and have to be carried out reliably.

Voluntary work in different structures has a very high importance in Europe. And in some cases, in Austria it is of utmost importance for being able to uphold social structures. Classic examples are ambulance services, fire brigades, or in many cases the organization of leisure time activities for children. A camp like this offers the opportunity for children and

adults with immigration backgrounds to gather experiences, which impact social engagement has for a communities or groups well-being.

With these positive experiences, it becomes increasingly easier in local communities to introduce people with migrant background to voluntary association work.

In this project it is very important, to keep the biography of the participating people in mind. Because flight and migration can lead to different reactions to the camp situations. People who are traumatized by war and flight are often unable to cope with this situation. This is the reason why it is important to check if refugees are willing to participate in a camp to prevent further unintentional traumatization.

Methods

The following methods are used while taking part in a camp, which is organized by the Familienakademie Mühlviertel in cooperation with the Kinderfreunde Mühlviertel.

Campfire: Collecting wood together, learn how to deal with open fire responsibly. And thinking about the nature surroundings.

fire department division: taking responsibility, cooking and eating around the campfire. It is also important to learn how to estimate the dangers of open fire.

Nature Education: Spending some exciting and fun time in nature with simple means. Mandalas can be made from natural materials, shelters can be made from deadwood, parkours can be created in the forest with available materials. The main focus is on coming to rest, setting priorities, finding themselves.

Large group games: By getting to know new games there is a new perspective set on collaboration, because these games are about the community. Alone, in pairs or in a threesome, these games cannot be played or won. There is a need for more participants.

The focus lies on having fun, laughing and feeling carefree like a child. There are a lot of games that can be played. For example, different variations on playing catch, without losing are very popular. Also giving the participants tasks that are only solvable with a special set of skills provided by participants of different ages are a great way to promote solidarity.

Competences

For child and youth group work, with the emphasis on camp pedagogy the following skill sets are necessary.

Coordinating body: Organizational talent, good geographic knowledge of the environment, solution-oriented, flexible, project management

Educational worker: Camper experience (tent construction, what to do in case of storm, cooking over campfire, ...), first aid training, educational training, conflict management experience, high social skills, resilient,

Transfer

A team has to be assembled that has at least the above-mentioned skills:
The entire camp period has to be planned in advance: Suitable campsite, supply (water, toilet), arrival, tents, activity plan, who has which responsibilities?

Finding participants through youth centers, schools, recreational clubs, integration societies, refugee care centers, community social committees, ..

At the beginning with a small group, high proportion of supervisors!
Inquire biographies of the refugees in advance! (Traumatic experiences when spending the night outdoors, in the dark, ... have to be taken into consideration)!

3.1.4 FuN – Familie und Nachbarschaft

- FuN is a short term for Family and neighborhood and its main objective is to present families with a preventative educational program
- The search for participants revolves mainly around socially disadvantaged families.
- The meetings are held in the typical social environment of the participating families, which means in their own neighborhood.
- Most importantly, the program is free of charge for all participating families. This is only possible because it is financed through public authorities

Course cycle of FuN:

The whole program is scheduled for 8 weeks. On one afternoon per week FuN is held in a local room in the hometown of the participating families. In a best case scenario, the families have a personal established relationship to the facility and feel comfortable with their surroundings. The search for the participating families works out for the best if local organizations contribute and accompany the trainers. Kindergartens, Pre-Schools, crèche, Parent-Child-Centers, or even prevention departments are potential co-operation partners. Two specially trained instructors, named teamer, and a third person for child care guide the families during the 8 meetings.

Before starting the program the teamers have a recruitment talk with every family. The goal of this talk is to present the program to the families and explain the activities. It should make them feel in the mood for being part of the program. Especially families with migrant background have to overcome their inhibitions of trying out unfamiliar or new things. Cultural differences or even differences of speech often serve as a barrier.

The afternoons of the program follow the same detailed schedule every time. It consists of the following sequences of:

- Salutation (15 minutes)
- Cooperation game (15 minutes)
- Communicational game (15 minutes)
- Collective meal (30 minutes)
- Parent time/children time (60 minutes)
- Game for two (15 minutes)
- Surprise game (15 minutes)
- Closing circle (15 minutes)

All the sequences but the salutation, parent/children time and the closing circle take place at own family tables. This means that every family gets their own table for the program. The relatively strict process was explicitly drafted that way. Because of it, it should have a kind of binding character. Moreover it should show how to set and obey to rules and how that feels like. On the one hand it should teach the parents to keep the needs of their children in mind. On the other hand it should also give the parents the possibility to discuss

interesting parenting topics with guidance of the teamers, or exchange experiences about parenting without having their children present.

As already mentioned, every family has their own “family table”. The tables and chairs are of normal height, just like it can be found in households. The games and different activities are explained to the parents, by the teamers. The parents are then advised pass the information on to the children, without losing important contents. All games and activities are easily designed, which makes it easier for people without experiences in playing games or with less knowledge of the German language to participate.

Goals of FuN:

The program aims to convey educational and relationship competences. Especially in other countries outside the European Union or other cultures the approach of education differs immensely to the pedagogical methodology in Europe. An example for this is the unequal upbringing of girls and boys. Through the casual contact of families with and without migration background, the current pedagogical standard of education is transferred. This is the stepping stone to implement a mutual understanding for different types of education, and starting a discussion on implementing the acknowledged pedagogical theories, without telling the participants what to do.

Playing together gives the families the chance to learn new competences in conflict resolution in a low-threshold atmosphere. Disputes or arguments that arise during a game can easily be solved with the help of the teamer. Moreover it can be seen as an exercise and may help other families as well. Other families get to see, that these kinds of situations also occur in other families, so they do not have to be ashamed to bring discussion topics into the program. It shows that no one is perfect, which takes the pressure of the families and makes them open to change.

Methods:

With board games, where people can only be victorious, when they work together, a sense of belonging together is transported. With parent talk sessions under guidance, problems and challenges in the group can be discussed and reflected. The parents become experts for their concerns and start helping each other, which promotes solidarity within the

group. The participants contribute actively and from their wealth of experience while finding solutions for current problems. This strengthens the self-esteem of the parents. As a result there are bonds which are formed among the participating families, which might broaden their circle of friends.

A special focus lies on eating together. Through repeated demonstrations and experiences of rituals in an ever-constant setting, families learn how to decelerate and reassure rituals such as breakfast, lunch and dinner.

Each family sits at a "family table". They engage in time, exclusively with each other, learning about active listening and the conscious approach to other family members. Rituals are of particular importance to children. They provide security because they provide a well-regulated daily routine.

Competences

The following competences are necessary for the leaders of FuN – Familie und Nachbarschaft.

Coordinating body: social awareness, understanding of the situations of families in precarious situations, communicative personality, high frustration, resilient, solution-oriented, administrative knowledge, project management skills

Team members: pedagogical education (kindergarten, day nursery, teacher), and the training to become a team leader by of preapaed e.V., Association for preventive pedagogy; high social skills, basic administrative administration, reliability, creativity

Transfer

In order to realize the concept, it is necessary to have the teamers trained by the organization called preapaed e.V. For finding a location, a collaboration with childcare facilities (kindergartens, day-care centers, KiTas, ...) is beneficial.

The easiest way to establish locations is, if the pedagogues of the child care facility also act as team members for the project. Thus, the relationship with the parents and children already exists, and the application and teaser search is easier.

The quality criteria of preapaed e.V. must be observed.

3.1.5 Art Workshop (connect.mv)

Connect – the right of asylum

Description of the project

From September 2016 until august 2017 a lot of activities were organized according to this topic. The activities were created together with some artists of the Upper Austrian arts union. Different art workshops were offered. For example: metal, textile, painting, weaving ...The artists worked with those topics together with the inhabitants of 19 villages. 46 workshops in total were organized voluntary.

The aims were not only to reduce fears and prejudices of the people living in the rural areas of Upper Austria. Furthermore the refugees were highly integrated and could also process their experiences of the flight.

Another aim was to get over language barriers more easily, to support the exchange of the participants and to make the experiences of the flight visible for everyone. Art and culture have the power to connect people.

The most important thing for us was to share with the refugee's solidarity, support their self-confidence and share some positive experiences.

In the end we organized a vernissage. This gave us the possibility to spread the learning outcome and share those emotional experiences with the public. Around 200 people visited the vernissage. People of different nations proved that art connects different cultures and reduces prejudices.

Target group

The target groups are men and women, refugees and people from Austria who live in villages in the rural area of Upper Austria.

We worked together with one of the organizations which is in charge of the support of the refugees. This association offers for example shared houses all over Austria for them. Each house has a responsible social worker who supports them.

To inform the social workers about the topic the idea and aims of the activities were presented to them during meetings via Mail. They had the chance to apply for the different activities.

Organisation: rooms, materials, networks

The materials were organized by us and by the local artists, the same as the rooms.

Methods

Metal arts: The artist taught them how to produce jewelry. Many different and remarkable necklace and bracelets were produced. During the workshops they supported each other and helped each other with the tools and instructions. The aim was learning by doing.

Painting: Within this activity the participants had the chance to paint a picture according to the topics: the human right of asylum and flight

Vernissage: This is a great possibility to broaden the area of influence of different activities, projects,...

Important for this kind of method is the project management before. It is important to have a responsible team which deals with the organization of the place, the promotion, invitations, a way of presentation of the results,...

With a topic like asylum you also have the possibility to invite a refugee to talk about his or her story for the starting event of the vernissage. You could also invite people from different nationalities to prepare the food for this event. Food connects people.

Description of competences

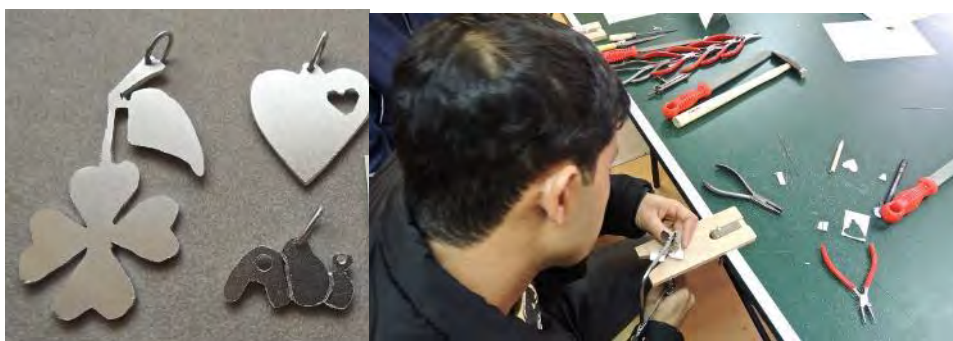
The management staff should have skills in project management. For a big project like that you need good coordination and organization.

The pedagogical staff should know how to work und use the materials of the different art forms and how to support the participants.

Transfer

First of all the institutions, which work with refugees should be contacted and asked about interests and needs of the target group they work with. A core team should be created in order there are concrete responsible people, who carry their duties and who are really motivated to work on this. Also it is very important to have some volunteers, who are ready to be fully in and to be an active part of the core team. There should be regular meetings between the core team and refugee institutions, and also many meetings with refugees.

The meetings with refugees have to be planned beforehand in detail, because of language barriers, there should always be a plan B of activities, which are not boring, but which refugees would like to take part in. Also it is important to drag the attention of local communities and to talk about such happenings and activities. The Economic and Social committee should be also informed. The best way is to use mass media from your region.



3.1.6 Connect.Traiskirchen. Football competitions

Description of the project:

On the one hand the activities of this project aimed to create good experiences for unaccompanied minor refugees and families during the dull daily life within the refugee camps. Different free time and educational offers were developed.

On the other hand this project tried to create a network platform for the people who wanted to offer their free time for families and youngsters and give German lessons, spend time together, exchange culture, help with authorities, doctors...

We wanted to give them the possibility to exchange their ideas, feelings, emotions and offer them information about law, working possibilities for refugees...

A special event was a football match. Kids from different nations played together in teams. The important thing was not winning but spending time together, have fun and play together. The kids got to know each other and found playmates.

Target group

Unaccompanied minor refugees and families. We reached them with the help of the leading organizations who offer accommodations for refugees.

Volunteer workers who want to offer their time and share them with the people. We spread the news for this target group in our own organization and in local news platforms. A Facebook page was also created.

Kids who live in the rural area of Austria. We reached them through our pedagogical staff who offer weekly group meetings for playing, learning and free time.

Organisation: rooms, materials, networks

We connected with the leading organization of a big refugee camp in Austria. This way it was possible for us to offer the activities for the unaccompanied minors and the families without many obstacles. The materials for this free time activities were provided by the Kinderfreunde.

For the football event we worked together with the mayor of the village where our main office is situated. He offered us the local soccer hall. With sponsoring we managed to get football dresses for the kids

For the network meetings we worked together with the regional coordinator for refugees and workers. Through him we could reach more interested people.

Methods

Free time and educational offers in refugee camps: We organized different activities which don't need a lot of materials. We played different games with them (trust games, cooperation games...)

To prevent language barriers the team was supported by a voluntary translator.

But playing is one of the things in life which doesn't need language to work out. We also organized different creative activities, for example: action painting, make their own huge soap bubbles...

Network platform: We arranged two meetings in two different places to reach as many people as possible. The aim of the meetings was to exchange, to support and to connect the voluntary workers. The events were well visited. We also invited experts for different topics relevant for the participants to every meeting. There was a lot of open space to connect with the other participants too.

Football match: Sport is connecting people. Playing is connecting people. Fun is connecting people. That was the reason why we created this events. The main reason was to give refugee minors and the Austrian kids the chance to get to know each other outside of the school in their free time. We divided the kids randomly into different groups. At the beginning they had the chance to play within their team and get warmed up. After that the match was starting. The kids spend together the whole day playing and laughing, getting to know new friends.

Description of competences

For the free time activities the pedagogical staff needs excitement for the activity itself. He or she should know how to motivate kids. If you want to make a creative activity make sure you know how it works. The best thing is to try it before.

For the network platform you need a coordination team which plans the process of the meeting, the invitations, the place and the promotion. You need a good timetable with fixed deadlines.

For the football match it is the best to have a partner organization who can offer a football field. You need people who are already in contact with the kids and who could help you to find participants.

Transfer:

See the previous best practice example.

3.2 *Swedish integrational adult education projects*

3.2.1 Älskade Barn (Darling Children)

The Concept

Älskade Barn (Darling Children) is a program created by Studieförbundet (The Study Promotion Association) in Sweden with the goal of supporting integration through strengthening migrants in their role as parents in a new country. Älskade Barn was started as a response to the need migrant parents voiced for a space in which to share and learn ways to cope with the challenges that come with raising children in a new country. At the core of Älskade Barn's program is the methodology of folkbildning, or "popular education", a cornerstone of Swedish civil society, which is based in the belief that individuals can build positive relationships and learn with each other in informal, horizontal and egalitarian settings. As a result, Älskade Barn is conducted in the form of a study circle in which individuals share, discuss, and learn from each other about issues they feel are important for them as parents new to Sweden. Studieförbundet has been working with study circles focused on parenting since the year 2000, and the first Älskade Barn study circle was started in 2013.

Älskade Barn is part of the association's effort to support integration processes in Sweden. Studieförbundet is one of the largest of ten study associations in Sweden, all of which dedicate part of their programming to supporting integration processes, primarily through creating meeting spaces where people from different backgrounds can meet as equals. Studieförbundet's strategic goals within the effort to contribute positively to integration processes include working in socio-economically disadvantaged areas, connecting with people born outside of Sweden, and collaborating with ethnic associations. The project Älskade Barn meets all three of these goals. Empowering parents, and as a result children, is also an important part of supporting integration.

At the micro level, Älskade Barn is a project that works to support individual migrant parents in:

- building a network with other parents who have similar backgrounds
- learning about Swedish society
- learning about expectations for parents in Sweden

- becoming more secure in their role as parents
- practicing speaking and listening to Swedish

The goal of the study circles is to, through building competence in these areas, support parents to feel more comfortable and confident in their role as parents and in this way contribute to a better childhood for their children.

The contents of Älskade Barn study circles consists of cards with visual and written material, in the native language of those who are participating in the study circle and/or in Swedish. The study material is divided into six topical study circles, and each study circle consists of three meetings. Each meeting is designed to last approximately three hours, including breaks. The cards for the study circle do not provide concrete answers to the issues that are discussed, but rather bring up discussion points about raising children in Sweden. The end goal is not to come to a correct or final answer about the issues discussed, but to create a space where parents can discuss openly, support each other in their roles, and further their understanding about parenting in Sweden.

Target Group & Outreach

The target group for Älskade Barn is parents who are immigrants to Sweden and have a desire to learn about Swedish society and parenting in Sweden. One of the guidelines for Älskade Barn is to have one study circle leader who shares a home country and native language with the other participants in the group. Though recruiting this study circle leader can be a challenge, once this is done, reaching the target group of participants often happens



quickly through word of mouth, and participation tends to increase if the study circle is successful, since participants bring friends and family. The original intention was to hold study circles that include both mothers and fathers but since this challenges norms in certain cultures, mothers and fathers have generally participated in separate study circles. A future ambition is to run mixed study circles with both mothers and fathers who have already

attended separate Älskade Barn study circles. An important cornerstone for recruitment has been that participation should be voluntary, and recruitment should never be conducted in a way that makes participants feel as though it is required.

A significant challenge for recruitment and regular participation is the fact that since the target group is parents of children, childcare is often a requirement for participants to be able to attend the Älskade Barn meetings. However, few of the locations where the study circles are held have the resources to provide childcare to participants.

Program organization: Studiefrämjandet & practicalities

Studiefrämjandet is made up of several independent local branches throughout Sweden with one national umbrella organization. Local branches of Studiefrämjandet have chosen to start Älskade Barn in their communities when they have felt a need and opportunity to do so. Currently, about 20 local organizations are running Älskade Barn in one form or another. Since the different branches of Studiefrämjandet work rather independently, Älskade Barn has been unique in each of the communities where it has been implemented. To ensure that a certain level of uniformity within the Älskade Barn program, the national Studiefrämjandet organization has established a few basic guidelines for the study circles. There are requirements for the visual/marketing profile of Älskade Barn and each study circle must meet training requirements for educating their study circle leaders and ensure they attend a nationally approved training before starting as study circle leaders. Further nationally coordinated training opportunities for study circle leaders are also available and encouraged.

The network within which local Studiefrämjandet organizations operate has been an important success factor for the organization of Älskade Barn and other study circles. As was mentioned, one of Studiefrämjandet's strategic goals is to cooperate with ethnic organizations. Diversity in study circles and those who participate have been prioritized in local branches of Studiefrämjandet and relationship-building with ethnic organizations has long been an important part of operations. As a result, when Älskade Barn was started, strong and trusting relationships with other civil society actors that could support Studiefrämjandet in their work with asylum-seekers and newly arrived immigrants were already in place. This has been an important factor for success in Studiefrämjandet's work

with migrants generally, and is reflected in the successful recruitment of participants to Älskade Barn. In many instances, local branches of Studieförbundet have cooperated with municipalities or other organizations in the area to start and run Älskade Barn together.

Practically speaking, little material is needed to run Älskade Barn. The cards that are used as a basis for the discussions within the study circles are provided by Studieförbundet. A space, preferably one in a comfortable environment, is needed for the study circles to take place. While many study circles take place at community centers or at the local Studieförbundet where spaces can be used for free, finding such spaces can be a challenge, as can be funding to rent a space. Snacks, coffee, and tea, are a welcome addition since the study circle meetings are fairly long. Childcare is one of the most difficult organizational needs to meet. The Älskade Barn program in Gottsunda, which will be discussed in greater detail in the case study, prioritizes payment of the study circle leaders. This has been a way to ensure quality in the study circles and help overcome the already significant challenge of recruiting qualified study circle leaders. On the other hand, it introduces a need for additional funding.

Though the costs of funding Älskade Barn are not large, finding sustainable funding can be a significant barrier to starting and running the program. There is not a uniform national approach to funding Älskade Barn study circles. Instead, local branches of Studieförbundet have found different approaches for funding including collaboration with other actors or combining the Älskade Barn program with another project.

Method

Folkbildning

The methodology of “folkbildning” (popular education) and study circles that are at the heart of Swedish folkbildning are a cornerstone of the Älskade Barn’s program. Folkbildning is a form of informal education that has been a part of the Swedish democracy for over one hundred years. The idea behind the concept of popular education is that people educate themselves and learn from others through democratic and horizontal processes outside of the formal education system, such as public lectures, library services, or group study circles. One of the methods used within folkbildning is “study circles” in which people meet to discuss and learn from each other about a topic of their choice. There is a study

circle leader, but the study circle concept is based on the shared understanding that no one is an expert and that everyone's opinion counts. People participate in study circles voluntarily, and Studieförbundet is not religiously or politically affiliated. Studieförbundet's slogan: "Free and voluntary- egalitarian conversations," reflects this way of thinking.

Study Circles

Älskade Barn is conducted in the format of study circles, in which every study circle covers a topic related to parenting children in a new country. Within the Älskade Barn program every study circle consists of three meetings related to the topic of the study circle. An additional three study circles have been created specifically for parents who are in the process of seeking asylum in Sweden.

Study circles within the Älskade Barn program generally include participants who share the same home country and native language so that communication and different cultural experiences will not be a barrier to the discussion. The study circle leader also shares the home country and native language of the other participants, but should have a strong knowledge of life in Sweden and the Swedish culture so that he/she can act as a bridge for cultural and societal understanding.

Topics & Discussion Cards

The six topics of the Älskade Barn study circles are focused on parenting children between the age of 0 and 18 and include:

- The children and us
- Children in the family
- Children's daily life
- Teenagers in the family
- Teenagers' daily life
- Norms and values

The three additional study circle topics specifically for asylum-seekers are:

- The route here
- The first few months
- Life in Sweden

There is also a study circle for parents who are expecting children called “Becoming Parents.”

The topics and sub-topics discussed within Älskade Barn are displayed visually with illustrations on Älskade Barn cards. The image on the cards often jumpstarts the discussion by spurring a conversation about how to interpret the way the topic at hand is depicted. The visual portrayal of discussion topics also removes the barrier of written language for participants who are not strong readers.

The study circle topic called “Norms and Values” provides an example of the different topics and questions that can be discussed in study circle. The topic consists of three cards: “Feeling Good,” “Honor and Shame,” and “Breaking the Law.” Each card includes discussion questions, and makes up one meeting. It is recommended to divide the meeting into three forty-five minute sessions with fifteen minute breaks in between. Since each local Älskade Barn program, and in turn each Älskade Barn group, functions slightly differently, the time schedule tends to vary depending on the needs and desires of the group. Each card has a caption that introduces the topic and brings up questions to discuss during the study circle. The card “Feeling Good” reads:

This meeting is about how children feel throughout their teenage years. How can we as parents help our children feel good? Stress at school can cause stomach-aches or headaches. Sleeping too little can lead to a low appetite in the morning. And how do we get a teenager to listen to advice that healthy food, exercise and a regular schedule are important while they're growing? We share our experiences and questions.

NORMER OCH VÄRDERINGAR

TRÄFF 1



Att må bra

Den här träffen handlar om hur barnen mår under tonåren. Hur ska vi som föräldrar hjälpa våra barn att må bra? Stress i skolarbetet kan vara en anledning till ont i magen eller huvudvärk. För lite sömn kan göra att man äter dåligt på morgonen. Och hur får man en tonåring att lyssna på att bra mat, motion och regelbundna tider är viktigt när man växer? Vi delar med oss till varandra av våra erfarenheter och frågor.

Studiefrämjandet

ÄLSKADE BARN 6

Card: feeling good (in Swedish)

The combination of a folkbildning perspective, the study circles, and the open-ended discussion topics brought up by the study material means that each Älskade Barn meeting is different and develops based on the needs of the participants. Study circle leaders and participants alike see this as one of the main strengths of the program; since participants decide what they want to discuss, there are no doubts that the program is relevant and important for them.

Qualifications & competencies of staff members

Important staff members for the successful execution of Älskade Barn are the study circle leaders and the program officers from Studieförbundet. Each local branch of Studieförbundet employs program officers who are responsible for supporting associations in the creation of new study circle groups. The program officer responds to the need voiced by members of the local community for a study circle for migrant parents, and then provides support for starting the Älskade Barn study circle. It is important that they have strong connections to ethnic associations in the area. They also provide support and training to study circle leaders and are often responsible for finding and appointing study circle leaders once a decision has been made to start Älskade Barn in a community.

While the program officers play a key role in the beginning phases of Älskade Barn, it is the study circle leaders who are responsible for recruitment to the study circle and for ensuring that it meets the needs of participants. Recruiting and keeping dedicated and knowledgeable study circle leaders is one of the most significant challenges for Älskade

Barn as a program. As was mentioned before, some Älskade Barn study circles have two study circle leaders while others have one. Each study circle should have at least one leader who shares a native language and home country with the participants in the study circle. It is possible to, in addition to this study circle leader, have another leader who is well-established in Sweden and does not share a native language and home country with the other participants.

Having a study circle leader who shares a native language and home country with the participants in the study circle is important for ensuring that no information is lost in linguistic or cultural translation. While this study circle leader has a linguistic and cultural background similar to those participating in the group, he/she will likely have lived in Sweden longer in order to ensure that he/she has a strong understanding of societal norms, values, and laws, as well as practical knowledge about the school system and rights of children. A study circle leader who has these experiences can fill a role of both understanding the other participants and what they might struggle with when it comes to parenting in Sweden, while also being able to answer concrete questions about Swedish society and parenting in Sweden. It is the recruitment of this study circle leader that has been the most challenging for Älskade Barn study circles throughout the country. A possible explanation for this is that it takes time to feel knowledgeable enough about Swedish society and the Swedish language to feel comfortable leading a study circle. Understanding the folkbildning method and leading a study circle with this method is an additional challenge that makes it hard to find qualified study circle leaders. As a result, successful recruitment of study circle leaders who share a background with participants in the study circle has generally been done through already-existing connections or previous participation in the study circles, since program officers then know of the individuals skill set and competencies.

In Älskade Barn study circles that have a second study circle leader with a Swedish background, this leader is able to complement the other leader by explaining and clarifying questions about Swedish society and parenting in Sweden. The study circle is still held in the native language of the participants, but will be translated into Swedish for the leader who does not share the other participants' language. Since this study circle leader may not have a strong knowledge about the home country of the participants, it is important that they are open to learning about other cultures, are reflective about what it would be like to parent as

a new migrant to Sweden, and have a willingness to learn and be flexible. Holding an Älskade Barn study circle with two leaders has been a successful method for many study circles as it allows the two leaders to work in partnership and fill in where the other leader's knowledge is lacking.

Experiences

The experiences voiced by both leaders and participants in Älskade Barn similarly highlight the importance for a space in which parents with migrant backgrounds can both discuss their experiences and issues with parenting as well as learn concrete information about Swedish society and what is expected of parents in Sweden. A shared reflection was that Älskade Barn study circles should be conducted as often as possible to ensure that more parents have a chance to participate.

Birgitta has been a leader for two study circles of Älskade Barn and is preparing for her third study circle. Below she shares a few reflections on her experiences working with Älskade Barn.

What do you like about the project?

I think that the material used for Älskade Barn is good for integration, and that there is a lot that can be done with it. The material can be adapted and shaped and doesn't necessarily need to be used in the same order. It is an excellent base material for integration since it takes integration to the smallest level. It is from one person to another, which is incredibly important. Plus, you get to learn about parenting. Improved integration in and of itself is a support to parents.

What would you change?

I wish that the municipality took responsibility for the project. I can be the study circle leader but I would like a greater support from the municipality. If this was available we would have access to space and an ability to reach out to people in more and improved ways. I think we could do so much more if we had access to more resources. The best thing would be if we had more support and a broader mandate; that the city would prioritize this and we would do it together. As things are now, we only reach some people. I want to reach the people who aren't here now.

What advice would you give to other adult education staff who are starting this project?

First of all, I think it's important to have an interest in the topic, to be interested in the subject and in integration. You have to be interested in multicultural work and want our society to be multi-cultural. You also have to be flexible and interested in the issues that are discussed. I would say that it's especially important to be open, patient, curious, and try to see the bigger picture when it comes to integration, so that you somehow can understand the people that are sitting there in front of you. You can study and learn the material but there are certain characteristics you have to have. You need a humanitarian way of thinking and think that it is fun to see people grow and improve.

Seynab is a program officer at Studieförbundet in Uppsala and is responsible for supporting associations in starting study circles. She has worked as a study circle leader for a number of Älskade Barn groups in Gottsunda as well as leader and initiator for other study circles.

What do you like about the project?

Often it feels like a big change when it comes to raising children for people who move to Sweden from another country. This can be a bit difficult. If we don't talk to parents early on about how it works here—that you're not the only one who decides about your children, society also plays a role—this can create problems. This is why we need to work preventively and why we came up with the idea for Älskade Barn. I think it's a good thing to have discussions with parents about basic values. Otherwise some parents won't recognize their children after they have grown up in a new country.

What would you change about the project?

The material for Älskade Barn is important in a number of different ways. Partly to build up a method for speaking democratically within a group, partly preventive in case someone has questions, and partly for parents to be able to freely discuss and share their experiences and how they do things in their home. The material used to spark these discussions has been continuously improved and is very good. One thing that is important

is to not focus too much on the text on the cards. It's better to focus on the pictures and have a broader discussion so that the group doesn't get hung up on technicalities.

Amina is a participant in the current Älskade Barn project in Gottsunda.

What do you like about the project?

Älskade Barn was my first study circle and I have enjoyed it a lot. My favorite thing about Älskade Barn was getting to hear the different opinions that everyone in the study circle had. Everyone in the study circle is new to Sweden and we all have different perspectives from our own cultures and good results come from that we talk and talk about what we think and what we don't understand. One example is when children start drinking alcohol, or what do you do if you're worried your child is involved in a criminal group? We discussed all these things.

What would you change about the project?

One time it became sensitive in the group when we talked about religion. This is difficult because it is more sensitive than other topics, and I think it would be better to not discuss it at all, since we don't want to argue or feel uncomfortable.

Sara was a participant and co-study circle leader in the first Älskade Barn discussion circle.

What do you like about the project?

The project was excellent and I think it was important that we discussed details about raising children in Sweden from the time that they are in elementary school all the way through high school. These are all details that parents need to know, especially the ones that are immigrants. How do we work together with daycare and schools? The material was very well organized and lead to good discussions. The discussions were different depending who was in the group and how old their children were. It was especially interesting when we talked about teenagers, since this is such a difficult time to handle. Our study circle leader was also very good, she knew so much about parenting and Swedish society.

What would you change about the project?

There was nothing I didn't like about the project, but the most important thing is that those who haven't had a chance to participate in the study group get the chance to. This should be spread to everyone from all kinds of countries who might need this. The project should continue regularly so that everyone gets to participate. There are so many people who don't know these things.

Transfer of the project to other countries and partner organizations

In its essence, Älskade Barn is a program that focuses on empowering parents, children, and families to increase inclusion and improve integration. For the transfer of the program to be successful, it is important to replicate a model of study circles that provide concrete information about systems and values in the new countries while also increasing feelings of inclusion and democratic participation. The study material for Älskade Barn is not necessarily specific to Sweden as a country, since it does not include any guidelines about the "right" or "wrong" answers to the topics that are discussed during the study circles. The questions that are brought up are rather universal in nature for parents around the world, and the background, experiences, and current challenges of the participants and study circle leader(s) will shape the way the discussions play out. The open nature of the discussions means that the Älskade Barn program could be replicated at other organizations or in other countries if the material is translated. Relevance of certain discussion topics may change with the passage of time or depending on the context of the country in which it is being conducted, but such topics can be easily adapted. Meeting the primary goal of Älskade Barn to use democratic learning processes to empower parents in their new country means that it will be important to carefully consider what values and knowledge are important for parents to be successful in the country where the program will be run. Laws and systems that are specific to the country that Älskade Barn will be transferred to are also important to consider. While the Swedish program has, for example, identified a need to discuss laws, rights, and processes related to the social services system, migrants to other countries may have a need to discuss and gain understanding of other local and national systems.

In this sense, it will be important to consider what values and laws are important to the specific context that the program is being transferred to, and ensure that the Älskade Barn material reflects these values and laws.

Another important aspect of transferring Älskade Barn is to keep the tradition of using a “folkbildning” method within the study circles. An egalitarian discussion environment without clear right or wrong answers is what ensures that topics relevant to the participants are discussed and that they have agency in creating a space that reflects their needs. This type of democratic participation and learning method is important for ensuring the success of the program, but it is also important to encourage democratic participation in contexts outside of the parenting group. While “folkbildning” may be a Swedish concept, other countries have other ways of providing democratic education to their citizens. Successful transfer of the program will include making a plan for how to incorporate democratic methods into the parenting group in a way that ensures influence and participation while also reflecting the context of the country where the program is being implemented.

As is the case with the variation of local models for running Älskade Barn, funding for the program and payment of study circle leaders is likely to vary depending on the country and community where the program is being implemented. The more funding, and the more sustainable the available funding is, the more likely the program will be to succeed long-term.

Studiefrämjandet holds a patent for the Älskade Barn program and its study materials, and shares these materials with individuals and organizations that express an interest in replicating the project, on the condition that Studiefrämjandet’s branding continues to be used. When transferring the Älskade Barn program to another country, an agreement will need to be made with Studiefrämjandet with guidelines about the transfer. Necessary practical measures will need to be taken for translation/writing and illustration of study materials, as well as photography and branding.

Conclusion: Challenges & Success Factors

Älskade Barn is a program designed to empower migrant parents in their parenting role in Sweden. Through its focus on the micro-level of parents, childrens, and families, and its use of a folkbildning methodology, it is an important initiative for improving integration at

the society-level. One important success factor for the program has been the egalitarian nature of a folkbildning methodology in combination with the requirement that one of the study circle leaders share a linguistic and cultural background with the participants. This removes the top-down nature of similar parenting courses and integration programs. The egalitarian learning environment along with the open-ended questions and topics in the study material provide space for participants to form the discussion and the study circle based on their own needs and interests. The fact that study circle leaders have a strong knowledge-base about Swedish society and parenting in Sweden means that the study circles still provide an opportunity for participants to gain concrete knowledge.

The structure and contents of the study material for Älskade Barn circles has been highlighted as an important success factor by both study circle leaders and participants. The study material opens up a conversation about parenting children of all ages and provides a structure for discussing issues that are important and that parents have questions about, while still allowing flexibility in the discussions. The pictures and discussion questions that are open for interpretation also contribute to the flexible and open nature of the material and allow participants to steer the discussion.

Studiefrämjandet's history of working with diverse populations and its strong network of ethnic associations has been an important strength for Älskade Barn as a program. Rather than having to build relationships and create networks in order to start Älskade Barn, Studiefrämjandet responded to a need within its already established connections and worked within its pre-existing networks to start and continuously improve the program. It is a trusted organization with legitimacy and access to communities that government authorities and offices often do not have access to, which makes it an important actor for integration efforts in Sweden.

The independence that local branches of Studiefrämjandet enjoy has been both a success factor and a challenge for Älskade Barn. It has been a success factor since it has allowed for local branches of Studiefrämjandet to adapt Älskade Barn to the needs and structures that are already present in the communities where it is implemented. Testing different forms and strategies to implement Älskade Barn has also led to a greater understanding of what works well for implementing the program. On the other hand, the

independence of the different branches can be a barrier since it limits the ability to address challenges through uniform solutions.

Funding has also been a challenge for Älskade Barn. While the program does not require much funding to meet the minimum requirements for starting a study circle, having access to funding would allow for local programs to remove barriers to participation by for example providing childcare to participants or paying a salary to study circle leaders. More funding would also lead to more opportunities for improvement and expansion through spending more time on recruitment, refining the material and program, or running study circles more frequently.

One of the most significant challenges for Älskade Barn has been the recruitment of study circle leaders with a migrant background who have the required skills in the Swedish language and knowledge about Swedish society. A model of Älskade Barn in which there are two study circle leaders, one originally from Sweden and one who shares a background with participants has been a way to address this challenge. Several local branches are working on ways to reach qualified study circle leaders or to tailor education initiatives so that study circle leaders are able to develop the necessary competencies needed.

Despite challenges and room for improvement, Älskade Barn has succeeded in filling the need for a space for migrant parents to learn about Swedish society in a way that empowers them in one of their most important roles: as parents. Through Älskade Barn, Studieförbundet has started an initiative that contributes to integration through a democratic process in which parents have the agency to learn from each other and openly discuss the topics that are most important to them. This successful combination of democratic education with a focus on parenting, and the important role of parents and families in integration processes, should be the key take-aways from the Älskade Barn program.

3.2.2 Case Study Östergötland: Collaboration for Älskade Barn

The concept

Studieförbundet in Östergötland operates a model of the Älskade Barn program where they collaborate with municipalities, county governments, and other organizations to

achieve a wider reach of Älskade Barn and ensure funding. Studieförbundet in Östergötland spreads information to employees at city and county governments and other organizations. If such an actor is interested in starting Älskade Barn in a certain area or for a certain target group, Studieförbundet starts a study circle in collaboration with the interested organization. An offer is used to break down the costs of the program and a formal contract is drawn up with the organization that then purchases the services of an Älskade Barn study circle.

This type of collaboration has led to a variety of outcomes and formats. Studieförbundet has started Älskade Barn study circles in the official Swedish language classes offered to all immigrants. In another instance, a municipality purchased the service for Studieförbundet to start an Älskade Barn group for interested parents in a certain neighborhood. In another case, a study circle was started in a specific apartment building.

Target group & recruitment

The target group for Älskade Barn in Östergötland varies depending on the target group of the organization Studieförbundet is collaborating with. While target groups differ, trust for Studieförbundet in diverse communities and their strong networks with various ethnic associations is one of the reasons that other actors purchase their services for starting Älskade Barn study circles. Many city and county governments struggle with community outreach and have limited success in recruiting foreign-born parents to participate in activities. Since Studieförbundet has a well-established relationship with so many associations that work with people of different backgrounds, they are often able to recruit more successfully than a city or county government.

Organization

In their formal collaborations with city and county governments, it is important that Älskade Barn in Östergötland works in an organized manner. They work with formal offers for the provision of the Älskade Barn study circles as a service in the costs of different aspects of providing Älskade Barn are broken down. In their offers they include examples for the costs of:

- Hours worked by Studieförbundet employees and study circle leaders, including:

- Hours of study circle leadership and/or training
 - Hours of preparation
 - Number of leaders
- Study material
- Potential food and beverage costs
- Potential travel costs including travel time
- Potential costs for space

Explanations of what is included in the offer are also provided detailing for example, the type of education provided to study circle leaders, and what it takes to prepare for starting an Älskade Barn study circle. Before finalizing an agreement with a second party, Studieförbundet in Östergötland also ensures that clear guidelines are established when it comes to the respective roles of parties involved. Since successful collaboration requires such a great deal of organization and professionalization, Älskade Barn in Östergötland has a team of program officers that work to ensure collaboration and the various Älskade Barn study circles run smoothly.

Methods

Training for study circle leaders

While the leadership and Älskade Barn trainings that Studieförbundet provides to study circle leaders is discussed in greater detail in a separate case study example, the training requirements for study circle leaders are also an important method for the success of Älskade Barn in Östergötland. Informing city and county governments about the training that study circle leaders receive is a form of quality insurance that makes Älskade Barn credible. Providing information about the type of training that study circle leaders receive is a way to ensure government and organization employees that the study circles will focus on the aspects of parenting in Sweden that they find to be important and true.

Networking

Studieförbundet's network and the ability of project officers to maintain and strengthen this network is an important method for the collaborative approach taken by Älskade Barn in Östergötland. The strong network that Studieförbundet has with diverse

associations is important for trust-building and recruitment purposes nationwide. However, Östergötland's approach to Älskade Barn requires an additional effort to build strong networks with city and county governments, other civil society organizations, and parenting associations. When explaining the methods used for networking, a program officer in Östergötland points out that it is important to be present in different contexts as much as possible. This is a way to meet new people, get to know and understand the needs of different actors and in different communities, and gain legitimacy and trust. These connections are what lead to the formal collaborations and secure funding to reach more participants through Älskade Barn study circles

Project-based format

Since Studieförbundet Östergötland's Älskade Barn programs are based on collaboration with other actors, they are often run in the form of temporary projects. This differs from other Älskade Barn programs where study circles are often started with the hope that several study circles will be conducted in similar formats to ensure reaching as many parents in that community as possible. The project format of Älskade Barn programs in Östergötland is a natural result of collaborating with other actors. However, the project format also means that there is normally limited time for the study circle to be conducted and that funding is not always extended. This requires flexibility of both program officers and target groups.

Competencies

While the competencies of study circle leaders for Älskade Barn in Östergötland are similar to those in other Älskade Barn programs, additional competencies are required of program officers. Since program officers have an important role to network and make agreements with city and county governments, it is important that they are open and attentive to the needs of such actors. Program officers must think about the needs and goals of city governments and find ways to articulate how Älskade Barn aligns with these needs, while also staying true to the needs of the general target group and Studieförbundet's values and goals. One program officer discussed the difficulty and importance of clarifying responsibilities and roles during the collaborations. While certain projects may include

running Älskade Barn in, for example, a Swedish language classroom, it is still important that participation is a choice for those who participate. Studieförbundet is not willing to make it mandatory, since that goes against the democratic nature of the project. Program officers must find a way to balance the sometimes contradictory needs that come with collaboration between different actors.

Transfer of the project

The nature of the model used for Älskade Barn in Östergötland is highly transferable to countries and contexts outside of Sweden. Collaborating with actors outside of the coordinating organization is an excellent opportunity for accessing funding that is sometimes necessary in order to operate or expand a program. An important takeaway for the transfer of this project model is to consider the perspective and needs of local authorities and how they align with the goals of Älskade Barn. Since Älskade Barn is a project that aims to empower foreign-born parents and subsequently improve integration, the ways that the project aligns with the goals of authorities is apparent in many ways. However, when replicating the project in a context outside of Östergötland, it would be important to look to the specific needs of municipalities and authorities in that area. Are their neighborhoods where children are struggling in school, or areas of a city where children participating in after-school activities does not reflect the diversity of the area? Such problems could be potential opportunities for collaboration with Älskade Barn, and it is up to those running the program to identify these opportunities and create the parameters for collaboration. In addition to an analytical and forward-looking perspective, flexibility combined with a loyalty to the core values of Älskade Barn will be crucial. The concrete outcomes of a balance between such flexibility and a loyalty to Älskade Barn will vary depending on the local context and the needs of the target group in the community where the program is being implemented.

3.2.3 Case Study: Floorball & Älskade Barn in Tierp

The concept

Älskade Barn in Tierp is conducted in cooperation with an integration project run by Save the Children at the local floorball club. The project initially started as an integration

project for asylum seekers living at a home near Tierp. Save the Children started the initiative with a project that brought children and parents from the asylum home to the floorball club where children could play floorball while parents had a chance to socialize. When the initiative turned out to be successful for both adults and children, activities were expanded with the help of funding from the city of Tierp. A social space was set up where parents and children could socialize and spend time before, during, and after the floorball trainings.

In January of 2017, Studieförbundet joined the collaboration and began to offer Älskade Barn study circles to parents of children who were active at the floorball association. The parenting groups focused on children's well-being and the role of athletics in their well-being. The goal was to ensure that parents had the tools they needed to raise young athletes while simultaneously facilitating the inclusion of parents in the athletics movement in Sweden. Athletic associations play a significant role in Swedish "association life," in which individuals are involved in democratic organizations and associations based on their interests and desires. Accessing this realm of Swedish society can be helpful for inclusion and improved integration.

Target group and recruitment

The target group for the floorball and Älskade Barn program has been families living at the asylum home near Tierp. The target group for the Älskade Barn portion of the program is asylum-seeking parents to children participating in the floorball program. Since people from several different countries and backgrounds live at the asylum home, participants in this Älskade Barn study circle do not all share a native language and home country as has been the case with most other study circles. Recruitment has been done mainly through inviting the parents who were already active since the beginning of the floorball project, but also through putting up posters at the asylum home, through social media, and even through promotional visits to Swedish language schools in the area.

One challenge for this group has been that most participants based at the asylum home are relocated to other communities and regions of Sweden after they have been granted asylum. As a result, the group that participates in the study circle has not been consistent.

Organization

Key aspects of the organization of the floorball project in Tierp include transportation and the establishment of a shared meeting space at the floorball club. Since most participants live at the home for asylum-seekers, it took several bus transfers and a train for them to travel to the floorball club. Transportation was coordinated with the help of volunteers, and though it took time and energy, it was also an opportunity for volunteers and participants to build relationships.

The space where Älskade Barn study circles have been held and where parents and children socialize before, during, and after floorball practices has been an important organizational aspect of the program. With the funding granted from the city of Tierp, it was possible to finance purchases such as furniture, coffee machines, snacks, books, and Wi-Fi which contributed to a cosy and accessible social space.

Collaboration between three organizations-- Save the Children, Studieförbundet and Tierp Floorball club—has been critical to the success of the project in Tierp. Activating and cooperating with the already existing network of members in the Tierp floorball club has also been important. Whereas the other two organizations are traditionally voluntary organizations with paid employees, informing and involving members of the floorball club in the project was an important step that was crucial to the project's success. This ensured that there were not only a few key actors who supported the project but that the entire association was behind it.

Methods

The role of athletics

While most other Älskade Barn projects have started in response to a general need for parenting groups, the project in Tierp started in response to the need for a parenting group within the specific context of an athletic association. Both the shared experience of parenting as asylum-seekers, and the shared experience of floorball have united the parents in the study circles. Since participants did not necessarily share a home country or native language, the shared experience of having children who participated in floorball provided a starting point for participants to build relationships with one another and with the study circle leaders and volunteers.

Flexibility in discussion topics

An effect of the fact that participants didn't share a native language and home country was that discussion topics within the Älskade Barn study circle had to be more flexible to the dynamics and Swedish language skills within the group. Since participants didn't necessarily share the same experiences when it came to parenting and differences between their home countries and Sweden or were unable to speak in their native language, the discussions often began with a focus on what parents in the group needed help with that day. Often these were topics related to bureaucracy or immediate questions about children's schools or education. While this meant that the discussions were not always based on the Älskade Barn study material, they still met the needs of the parents in the study circle.

Shared space

The shared space and the community that participants found at the floorball club was also a key success factor for the program in Tierp and was novel for many of the parents participating in the Älskade Barn program in Tierp. This social space and community are important outcomes of the project in addition to the study circle for parents and the chance for children to play floorball.



Photo by Calle Ström

Competencies

Since participants had different backgrounds, the Älskade Barn program in Tierp required study circle leaders who were highly flexible, able to start the conversation even if

participants were hesitant at first, and able adapt to the needs and dynamics of the group. Älskade Barn concepts and themes were used by these study circle leaders as a guideline to start the conversation, but the conversation often went in other directions that were more familiar to participants. Since the entire program in Tierp has developed over time, patience and stamina have also been crucial competencies for program officers and leaders who have been involved.

Training was provided to parents and leaders in the floorball association about integration to ensure that the entire association understood the importance of and supported the project. Support was also provided to program leaders about how to deal with the potential of children who were traumatized and may need additional care and support.

Transfer of the project

The collaboration of the Älskade Barn study circle with the already-existing floorball association in Tierp is a lesson in flexibility and creativity that is crucial for the transfer of this model of Älskade Barn. The floorball club in Tierp was a resource in the community, both when it came to space, community, network, and social activities. The fact that program leaders recognized the existence of this resource and then used it as an opportunity to start a study circle is a lesson for how to replicate this model in other communities and countries.

The floorball club is just one example of a community resource; other communities have different and additional resources. A community center with a large kitchen may be an opportunity for cooking classes combined with Älskade Barn, a garden may be an opportunity to have a parenting group combined with gardening. A sewing class, an apartment complex, or a school could provide similar opportunities. Starting Älskade Barn in collaboration with the floorball association meant that program leaders had to be flexible and adapt the format of the study circle and study material for Älskade Barn. However, this adaptation meant that the study circle fit the context of the floorball club and was a true response to the needs of the participants in that particular community and space.

Recognizing that the essence of Älskade Barn lies in these two aspects- a response to a need for a parenting group and flexibility to meet the needs of the participants-- is the most important for successfully transferring the project.

Access to financial resources is also an important point for the transfer of this model of Älskade Barn. Though the costs of the project were not high, project officers point out the importance of putting resources into creating an accessible space at the floorball club where parents wanted to spend time and socialize. For this reason, securing resources to meet the material needs are necessary when replicating this project.

3.2.4 Case Study: training of study circle leaders

The concept

Every study circle leader for any Älskade Barn program in Sweden must participate in a two-day training program. The first day of the training program focuses on leadership training and Studieförbundet's approach to folkbildning. The second day of training is an opportunity to go through the study material for Älskade Barn in order for the study circle leaders to become familiar enough with it to lead the study circles. This two-day training for study circle leaders is a way for Studieförbundet to ensure that study circle leaders share the democratic folkbildning values that are important for the organization and for the Älskade Barn program, as well as a way to teach the material about parenting that will be covered during the study circles.

Target group & recruitment

The study circle leaders for Älskade Barn have a key role in the success of the study circle and have been described as "bridge builders" between their own culture (which they normally share with participants in the circle) and Swedish culture. Because study circle leaders have such an important role, it is crucial for Studieförbundet as an organization to ensure that they are high caliber and that they lead the study circles in a way that meets the needs of participants. Finding and recruiting capable study circle leaders has been a challenge in Älskade Barn programs all around Sweden. Though there are several reasons for this, one important reason is that it can be difficult to understand and learn folkbildning as a concept, and especially difficult to implement it as a study circle leader. For this reason, the training is a chance to ensure that study circle leaders understand the concept of folkbildning and reach their full potential.

Recruitment of study circle leaders has been conducted in different ways, depending on the community and the format of the study circle leader in question. More often than not, the study circle leader is someone who is already connected to program officers at Studieförbundet. They may have participated in another study circle before, or be involved in an association that is connected to Studieförbundet. In this way, program officers know ahead of time that the individual has the competence and personality to be a successful study circle leader.

Organization

The required training for study circle leaders is two days, and is usually scheduled on a weekend. For the most part it is possible to hold the training at the local Studieförbundet branch, where there are suitable meeting spaces and supplies. Though it is a requirement that the study circle leaders are fluent in Swedish, someone who would be able to translate if necessary is available during the trainings. Time and space is always set aside to allow participants who would like to, to pray. Necessary supplies include computers, projector, speakers, whiteboard, and notebooks. An important part of both days of the training is that study circle understand and discuss why the training is conducted in certain ways, since it is an example of folkbildning in practice. For example, in the first day of the training during the introduction, the goal is both for people to become familiar with one another as well as to discuss the importance of everyone in a room being seen and heard, since study circle leaders will later have to run such an introduction in their respective study circles.

Day 1 of the training focuses on leadership and folkbildning. Some of the most important aspects of the first day of training include:

- The importance of an introduction and good beginning of the study circle.
- The importance of having agency in one's own learning experience
- Understand folkbildning and the goals and values of Studieförbundet.
- Exercises to understand how learning opportunities multiply when people learn from each other and different types of learning and teaching styles.

- Norms and values for creating an open and safe group environment. The role of a leader in upholding these norms and values. Understanding of different phases in group dynamics.
- Reflect about leadership and different styles of leadership.

Day 2 of the training focuses on the material for the Älskade Barn circle. The study circle leaders go through the material together. The goal of this training is to give an overview of the material for Älskade Barn and how it is structured. Some of the most important aspects of day 2 include:

- Highlight the role of a study circle leader as a leader, not an expert in raising children.
- Highlight the importance of caring for participant's ideas, questions, and suggestions.
- Discuss laws and regulations such as anti-discrimination and social service provision.
- Discuss how to handle stereotypes and cultural clashes.
- Read through and become familiar with different aspects of the study material.
- Show participants how to use the shared information portal for study circle leaders.
- Discuss how to handle discussions about difficult topics such as honor culture and shame.
- Share ideas for enriching study circles such as inviting experts to the study circles.
- Planning and discussion about getting started with the study circles and develop a plan for how each study circle leader will start.

Methods

Folkbildning

Since folkbildning is at the core of Studieförbundet's work, and a method that will be used in each study circle, it makes sense to use folkbildning as a teaching methodology when providing training to study circle leaders. Both days of the introduction training for the study circle leaders are conducted in a way that is reflective of folkbildning; everyone's input and participation is prioritized, group-work is encouraged, and there is continuous reflection about what the participants are learning and how they feel about what they are learning.

Learning by doing

While part of the training focuses on talking through the study material for Älskade Barn and preparing study circle leaders for topics that might come up, the second day of the training also has time reserved in which study circle leaders discuss the contents of one or more study circle topics within the material. In this way they are testing the material that they will be using in the study circle, which exposes them to ideas about the way that participants in the circle may react and respond to various topics. It is an opportunity to understand how they feel about and relate to the topics as well as to understand how other study circle leaders view the topics. This is a successful training method since it prepares leaders for the actual setting of working in a study circle.

Continuous training

While the two-day training before the start of the study circle is the only required training for study circle leaders, many local branches of Studieförbundet offer continuous training opportunities to study circle leaders involved with Älskade Barn. Additional and continuous training is both necessary and desirable so that study circle leaders can continue to share and learn with other study circle leaders. These additional trainings can take different forms, but are an excellent opportunity for study circle leaders to learn after they have the experience of working as study circle leaders for some time.

Competencies

While study circle leaders tend to be chosen for competencies that they already have, based on their personalities, cultural background, understanding of Swedish society, pedagogical ability, openness, etc., the trainings are an opportunity to refine and improve certain competencies. The part of the training that focuses on folkbildning and the values of democracy that are important within Studieförbundet allow for study circle leaders to reflect on egalitarian methods of education and information sharing and to prepare to follow this leadership style. The second training day focused on the Älskade Barn study material allows participants to deepen their knowledge of the structures of the material.

It is important that the educators for the training days have strong pedagogical skills and are familiar with the Älskade Barn program as well as potential challenges that study circle leaders may experience.

Transfer of the project

The transfer of the training for study circle leaders could be easily done with some adaptation of the training material to the values and priorities of the community and/or country where Älskade Barn is being started. While the “folkbildning” methodology at the core of Älskade Barn should be transferred to other contexts along with the project, new contexts may have additional values or priorities for the study circles that they wish to pass along to their study circle leaders. What these may be should be carefully considered and then included in the training in a way that allows for study circle leaders to practice these values and aspects during the training, rather than simply receiving an explanation.

3.2.5 Case Study: Älskade Barn for fathers in Gottsunda

The Concept

As a result of its roots in the democratic folkbildning tradition, Älskade Barn is, in addition to being a project for improving integration, a democracy-strengthening project. The Älskade Barn fatherhood group in Gottsunda flourished as a space for discussion about basic values and how they manifest themselves in Swedish society. This Älskade Barn study circle made use of the standard Älskade Barn study material but because of the needs of the particular group of participants, the focus was often on the norms and values in Swedish society and how they affect the process of raising children for new parents in Sweden.

Though membership and participation in the group has fluctuated, there is a core group of eight members, all fathers, and all originally from Somalia. The group meets one evening per week for two hours. The ages of their children varied from elementary school to high school age. A project officer from the local Studieförbundet began as the study circle leader and later passed leadership over to another leader who she was familiar with and felt had the necessary skills to continue as study circle leader.

Some of the topics and discussions that have come up in the group include:

- Democracy in Sweden: is there such a thing as “too much” democracy? Is it good for children to grow up in a society where they have so many choices and opinions available to them? How can parents protect and influence the direction of their children’s lives in such a society?

- Gender roles at home: is it important for men and women to have similar roles at home? Should men for example cook and clean? While some men found that this was against the Somali tradition, others pointed out that in their families men have taken on these roles even before moving to Sweden. What effects will it have for women in the family and for the family as a whole if only women cook and clean at home?
- Swedish society: what kind of culture is there in Sweden when it comes to working? Some found that Sweden is a “stress society” where people work too much and rush from one place to another. Pressure on the core family increases because extended family does not live close enough to help with childcare.
- Adapting: how can we balance adapting and integrating into Swedish society with sticking to the traditions and cultural practices that are important to us as Somalis? Is there a tension between the two societies and cultures? How does this adaptation process affect children?

These are just a few examples of the discussions held in this group. The discussions were spirited and nuanced, there was an open environment where all opinions and values could be discussed, and the study circle leader ensured that all participants spoke for a more or less equal amount of time.

This case study of an Älskade Barn study circle is an example of the way the folkbildning method and the needs of the participants themselves shape the format and contents of the study circle. While the study circle was focused on parenting, this particular group of parents felt a need to discuss some of the cultural and value-based issues related to parenting in Sweden.

Target Group & Recruitment

While the ideal target group for Älskade Barn participants in Gottsunda was originally a combination of both mothers and fathers, it was decided that it would be best to first hold study groups for mothers and fathers separately with the goal of conducting a study circle made up of a mixed group at a later time. The group for mothers had been started prior to the Älskade Barn group for fathers, and fathers expressed a desire to participate in a parenting group similar to the one in which their wives and other women they knew were

participating. It was within the Somali community in Gottsunda that the desire for parenting groups had been expressed, which is why the current fatherhood group is made up of fathers with a Somali background.

Recruitment was done through already existing networks. The program officer who started the study circle made phone calls to individuals as well as to leaders of ethnic associations to invite people to join the new Älskade Barn study circle. This method was successful as several people joined and then continued to attend the group. Here her role as a trusted individual within the community in Gottsunda was crucial.



Photo by Seynab Haji

Organization

Meetings with the fatherhood group of Älskade Barn in Gottsunda are held at the “association house” Kontakten, in the center of Gottsunda. The building is partially funded and run by Studieförbundet and associations can book rooms in the building to use as a free meeting space. Many of the men who were involved in this Älskade Barn group had spent time at Kontakten previously, through meetings with other associations, in language groups, or because their children spend time doing homework and other activities there. In addition to meeting spaces, Kontakten has a kitchen where coffee and tea can be purchased. Outside of the meeting space that was available at Kontakten, little practical organization was needed for the meeting. The standard Älskade Barn study material was used more or less formally for every meeting.



Photo by Seynab Haji

Methods

Open conversations about norms and values

Rather than leading a discussion based formally on the study material, the first study circle leader used the cards to start the conversation. At the beginning of the study circle, the card to discuss in that session would be passed around the room, giving each person about half a minute to look at the card. The discussion would then start based on participants' thoughts about what they saw and thought about the card. Often the conversation would go in a direction about cultural and social norms and values and the differences between Sweden and Somalia in these respects, and how this affected the process of raising children.

Challenging ways of thinking

The program officer and first study circle leader for this Älskade Barn group has close connections to and a deep familiarity with both Somali and Swedish culture. Though she let the conversation progress naturally, she also said that she would steer the conversation at times when she felt that another, more nuanced perspective was needed or that the conversation was getting too negative. She would often ask questions about why participants had a certain opinion or thought a certain way. Such questions and interjections

would lead to discussions that developed and challenged participants' current ways of thinking. The fact that the study circle leader was a woman in a group full of men was also a way to challenge norms and she felt that she did so in a constructive way.

Folkbildning: "Democratic" Format

As is the case with all of the Älskade Barn programs, and all study circles within Studieförbundet, the folkbildning method is used to ensure that participants are able to learn from one another in an egalitarian way. The study circle leader for this group emphasized that she enforced this rigorously, often using a discussion format where the chance to talk would be split fairly equally within the group, and where no topics or opinions were off-limits (as long as they were not disrespectful or hurtful to others in the group).

Competencies of staff members

This Älskade Barn case study exemplifies the important role of the study circle leader and how they, together with the participants play a role in shaping the outcomes of the study circle depending on their competencies. In this case, the study circle leader's close connection to Somalia and Somali language skills in combination with her strong establishment in Swedish society played a key role in her legitimacy. Her network and her ability to make use of this network for recruitment was important, as were soft skills such as open-mindedness, active listening, and ability to ask constructive questions.

Transfer of the project

The trademark of this specific Älskade Barn project is the adaptability to the wants of the participants and flexibility to stray from the specific instructions on the cards. The need of the target group was to discuss the tensions between their own values, which they associated with their home country, and the values they saw as "Swedish." The key takeaway for replicating this case study is that the contents and format of the study circles need to be adapted to the target group and the study circle leaders and program officers should be open and flexible to this. For this model of Älskade Barn to be successful in another context it would be important that project officers and study circle leaders are open to having sometimes controversial discussions about norms and values. When having these

conversations, it is particularly important that the study circle leader has strong roots in both the culture of participants and in the host culture.

3.2.6 Case Study: Älskade Barn for mothers in Gottsunda

The concept

Älskade Barn for mothers in Gottsunda has been conducted twice and is in the preparation phase for a third study circle. It is set-up in the usual format of a study circle and has been run by two study circle leaders; one with a migrant background that shares a native language and home country with the other participants, and one with a Swedish background. The first Älskade Barn study circle with mothers was conducted with women with a Somali background while the current study circle has participants with a variety of home countries. The study circle that will start soon will be with Persian speaking women from Iran.

Target group & recruitment

The target group for the study circle in Gottsunda has varied depending on the study circle. The target group for the first study circle was mothers with a Somali background. While there were similar intentions for the second study circle, a more diverse group of participants expressed interest in the study circle, which led to its diverse make-up.

Recruitment has mainly taken place with help of the study circle leader that shares a background with the target group. This has been a successful method of recruitment since the study circle leader normally has established connections within the target group and is therefore seen as legitimate and trustworthy. Another route for recruitment is the space in which the study circle is held. Älskade Barn in Gottsunda is held at Kontakten, an association house in Gottsunda that is used by a number of local ethnic associations for meetings and activities. Those who use the space know each other and trust those who work there, which means that recruitment among those in Kontakten's network is conducted efficiently and has a wide reach through word-of-mouth.

Organization

Since the study circle is housed at Kontakten, the space is free. The time slot for the meetings and the amount of time for each study circle meeting has also varied depending on the group. The first group met for the full three hour meetings each week, including two breaks, while the current group meets for one hour each time. The time for the meeting is chosen based on the needs of the study circle leaders. For the first study circle childcare was provided, but due to a lack of funding in the next study group this was not possible.

Participants, study circle leaders, and program managers have pointed out that though people are still able to participate, there would likely be higher and more regular participation if childcare was available.

Methods

Two study circle leaders

The Älskade Barn study circle in Gottsunda makes use of a method with two study circle leaders. This worked best in the first study circle in which participants shared a home country and native language. After the card and discussion questions for the day were brought up, the group discussed in Somali, guided by the Somali-speaking leader, and then translated for the Swedish study circle leader. In the translation, questions and topics for discussion were explained and then the Swedish study circle leader could contribute with concrete answers to questions that were brought up. This study circle leader has described her role as an extra resource for the participants, explaining that her and the other study circle leader complement one another. In addition to being originally from Sweden, she has experiences from parenting groups for people who plan to adopt, so she is familiar with questions that parents have and the social and schooling system for children and parents in Sweden. Her role has often been to explain rules and processes in Sweden that are new or unfamiliar. She has for example described how social services, the school system, and access to healthcare work.

Concrete information

The Swedish study circle leader in Gottsunda has highlighted the need that participants in the study circle have had for factual information about parenting and laws in Sweden. The two study circle leaders would briefly spend time planning the study circle

ahead of time. During the planning, they would discuss questions that might come up, based on the experiences of the leader that shares a background with the other participants. The leader with a Swedish background then ensured that she had correct information about the topic that would be discussed. At the beginning of the study circle she would briefly share facts about the topic. For example, when the topic was social services in Sweden, she explained what social services can help with and how they work. This topic is one that has come up often because of a fear that social services takes children from parents without reason. When participants brought up this fear, the study circle leaders became aware of the importance of providing accurate information about cases in which social services would remove children from their families. After the study circle leader shared such concrete information, the group would then discuss again in Somali, after which the discussion and questions were translated for the Swedish leader again so that she could contribute with more information if necessary.

Space & network

Holding the study circle in a room at the association house Kontakten has been an important method for recruitment, for network, and for familiarity and comfort. Since many of the participants come to Kontakten regularly outside of the study circle, it is a trusted space and a well-established network that participants feel comfortable in. This means that trust for the program officers and the habit of spending time at Kontakten already existed prior to the study circle, which is likely something that has made the study circle more successful.

Recruitment of study circle leaders

Recruitment of qualified study circle leaders has been a challenge for many Älskade Barn study circles, and this has not been an exception for the study circle in Gottsunda. To ensure that qualified and dedicated study circle leaders participate, Älskade Barn in Gottsunda pays its study circle leaders. Providing payment makes it worth the time and effort and provides an incentive to attend trainings and further education.

Competencies

It has been important that the study circle leader who shares a background with the participants has a strong network and is well-rooted in Swedish society. In cases where the study circle leader has not had strong enough Swedish language skills or has not been familiar enough with Swedish society, capacity to translate and communicate with other participants has been lost. Finding a study circle leader who shares a background with other participants has been challenging because of the requirement that this individual be well-rooted in Swedish society while also having a strong connection to their home country and ability to speak the native language. It is this recruitment process and the specific competencies that are needed in such a leader that program officers are working to refine.

In addition to specific experiences and hard skills, it is also important that this study circle leader have personal qualities such as openness, collaboration skills, flexibility, that will make him/her a good leader. Two new study circle leaders for the next Älskade Barn study circle are currently being trained.

Characteristics such as flexibility, curiosity, and a desire to learn about other cultures are important for the Swedish study circle leader. The current study circle leader has pointed to the helpfulness of her age and the dynamic that this creates between her and the other participants. Though she doesn't see it as a requirement, she points out that because she is older than most of the participants and has raised her own children before, she understands the issues the participants are dealing with and has high credibility. It is also important that the study circle leader with a Swedish background understands the processes of integration and has a desire to contribute to a multicultural society.

Transfer of the project

The Älskade Barn program with mothers in Gottsunda shows how Älskade Barn study circles change and develop depending on the participants and study circle leaders. What the Gottsunda study circle demonstrates when it comes to the transfer of Älskade Barn is the lack of a one-size-fits all approach and that even with the same program managers and study circle leaders, the format and outcomes of the study circle will vary. This means that when transferring the project, it will be important to follow the guidelines of the Älskade Barn material but remain open to the variation in outcomes and dynamics that will result from different study circles and target groups. Älskade Barn in Gottsunda also exemplifies

the importance of being able to provide factual information about parenting in a new country to study circle participants. If the program is transferred, it should be ensured that the study circle leader with a background in the new country has sufficient knowledge about the systems, rules, and values that are relevant in the community and country in which the circle is conducted.

3.3 German integrational adult education projects

3.3.1 TalentCAMPus

Culture makes you strong. Alliances for education

Every young person should receive the best possible educational opportunities - regardless of their social background. The Federal Ministry of Education and Research (BMBF) supports out-of-school cultural education programs with the program "Culture strengthens alliances for education". Local alliances for education are implementing projects across the country for children, adolescents and refugee young adults who come from conditions that make access to education more difficult. By actively engaging with art and culture, young people experience personal appreciation, develop new perspectives and learn important skills for a successful and self-determined life.

The German Adult Education Association (DVV) participates as one of 32 program partners with its talentCAMPus concept in the largest funding program of cultural education in Germany. The program was implemented until 2017 in more than 250 cities and municipalities with nearly 2,000 measures taken by adult education centers.

talentCAMPus holidays - with education and culture

The educational concept talentCAMPus holidays is aimed especially at children and adolescents aged 10 to 18, due to their financial, family and / or other situation education barriers experienced. These include above all:

- Children and adolescents from communal hotspots
- Children and adolescents from socially disadvantaged and educationally distant parents
- young people with speech promotion needs, e.g. due to getaway and migration

The talentCAMPus holiday always takes place during the school holidays.



Free education weeks

The talentCAMPus holiday can be offered one or more weeks. It takes place all day with at least eight teaching units (UE). Through the support of the Federal Ministry of Education and Research, participation is free of charge.

The local alliances decide on the needs and interests of the children and adolescents, which education courses they offer locally. There are also relaxation and exercise classes during the common lunch break. If there is interest, the participants can document the competences acquired in the context of talentCAMPus by means of a certificate (see module 1). In consultation with the DVV, other than the proposed priorities can be set. However, the prerequisite is that they promote cultural skills. In addition, an accompanying parenting program up to max. 30 UE, which supports the sustainability of talentCAMPus holidays can be offered. Here the Elternkompass, developed by DVV, gives helpful hints. Possible topics may be upbringing, education and training, health and the media. The DVV presents on the homepage www.talentcampus.de a selection of suitable education concepts as well as further information to parents education and financing conditions.



Ally

An adult education centre cooperates with at least two alliance partners who jointly identify target groups or social areas with special needs and develop ideas for a talentCAMPus on the basis of these needs and the interests of the children and adolescents. A partner must have direct access to the target group as well as the ability to identify

A collage of colorful icons representing various aspects of the film industry. It includes a director in a top hat, a camera, a clapperboard, film strips, a director's chair, a movie camera on a tripod, and a person in a dynamic pose. The icons are arranged in a circular pattern around a central figure of a person in a dynamic pose.

Cultural learning opportunity during the holidays can help to reach children and adolescents who otherwise have little contact with cultural education. By actively engaging with art and young people experience personal appreciation, they develop important skills for a successful and self-determined life. This ensures that every child and every young person receives the best opportunities - regardless of their social background.

Children and adolescents aged 10 to 18, who have educational barriers due to their financial, family or other situation (including refugees).

Free learning opportunity from 1 to 4 weeks within the school holidays. Implementation in a local alliance for education (at least 3 partners).

- The offer is made all day with at least 8 lessons (UE) a 45 minutes per day.
- Balanced combination of building block 1 (learning target-oriented offer, 3-5 units):
 - Training of individual competences and personality building:

Topics as examples:

- *Language learning lessons (normally german)*
 - *Media competences (computer, video, music and film)*
 - *Politics and society („democratic licence“-program)*
 - *Health care and healthy food (cooking, research)*
 - *Environmental health, sustainability*
 - *Personality building*
- and building block 2 (offer of cultural education, 3-5 units):
 - Training of cultural competences

Topics as examples:

- *music lessons (play music, make music like rap or hiphop)*
 - *role play and theater (write theater plays, acting fields, comedy)*
 - *arts and crafts (drawing, painting, building, knitting...)*
 - *intercultural learning (how to deal with each other, who am I)*
 - *media creation (computer gaming, video arts)*
 - *engagement and freewilling activities*
- A pedagogically accompanied lunch break (1-2 UE) with exercise and relaxation offers is possible.
 - Parental education may be offered in addition to the measure.



Qualifications & competencies of staff members

Important persons for the successful execution of TalentCampus are the teachers, staff members and volunteers from the adult education centers and the project partners. They generally came from youth organisations and non-governmental associations who work with special groups. They do have the competences in working with children, groups and special situations. They also normally have topics like languages, arts, sports or media. In addition to this there are needed specialist in the offered topics. These are artist as singers, dancers, creators ... In the program we can engage and pay them, so there is no special qualification training for the staff needed.

Another competence for the teachers is to switch into an open spare time mode, like holidays are, and also learning sequences. The balance between fun and effort, learning and enjoying, individual and group level. And they have to deal with a very heterogen group with sometimes totally different expectations. Some came because of the program as a structure and place to be in holidays, some came because of the special teachers and actors and some came to get private tutoring for example in languages.

One of the biggest challenges is to reach the target groups, who are families and people who are not taking part in normal cultural and educational life. They don't have the money or their parents even don't have a well paid job and don't have good school and learning experiences and high graduates.

Therefore we have to work with organisations, schools in social hotspots and social workers in districts known as social focal points to find these target groups and to motivate them. The key in the program is, that there is no entrance fee for the whole program and as a benefit free meals.



Experiences

The experiences are fantastic in the last years the program is running. Even on both sides, the organisations and staff members and the participants and their families.

Anna has been a leader and organizer for more than 50!!! Talentcamps for about 1000 children in the last four years. Her adult education center became something like a lighthouse project for the whole country, because they decided to manage it professionally with on staff person who is responsible for the program for the whole time. In this way they created a sustainable planning also for the cooperation partners. It is a great effort to find good and reliable partners, who fit together and work for one goal – the kids. The adult education center decided to be the professional partner in structures, administration, infrastructure and organization and to search partners who are professionals for target groups, refugees, families and social projects.

What has been your first experiences, what has been problematic?

I am thinking that this is the biggest and best running project we ever had. First when we started we had a lot of questions and thought of the problems to reach the target groups, or to deal with them. Or questions what will happen, when they break rules or stop the program after a few days because it is free of charge. We also thought of the administration and to find partners and good and motivated teachers and artist. The other thing is to find rooms where these camps could take place. Our original way of teaching is in schools and class rooms or in special rooms like ateliers from artists or in gymnastic rooms, computer rooms ...

Within such a program it won't be helpful to be in such places even if we need different settings. And also the organization of rooms during holiday is a big problem because often the public rooms are closed.

What happened, how did it run?

The first camps took a lot of preparation time to find the partners, because we normally don't work in this case and with this groups. We also don't do this kind of social work and this field work. Normally people and groups and also teachers come to us and work and learn in our rooms and we just make the programs and curricula. But when we found these partners and make the first TalentCamp it creates great reactions. Everybody is full of energy and nothing what we thought got reality. The kids came, they had fun, they wanted to learn and they make a lot of good experiences. Also the politicians and important people in key positions in the town and the region are first astonished and then excited (as politicians could ever be) and wanted to hear more about it. The newspapers made reports about that and we have some special effects, that they want to have for example a sculpture that is been made in one camp in the public space in front of the town hall or they allowed to paint a complete youth center outside with graffiti and wall-painting. The effect was that we are told to do more of this and other organization want to be partner in the next period. So it grows and grows because the children who took part in one project and even their parents came to ask, where they make their registration for the next camp.

What advice would you give to other adult education staff who are starting this project?

First of all, I think it's important to have an interest in the topic, to be interested in the subject and in integration. You have to be interested in multicultural work and want our society to be multi-cultural. You also have to be flexible and interested in the issues that are discussed. I would say that it's especially important to be open, patient, curious, and try to see the bigger picture when it comes to integration, so that you somehow can understand the people that are sitting there in front of you. You can study and learn the material but there are certain characteristics you have to have. You need a humanitarian way of thinking and think that it is great and helpful to see people grow and improve. But one of the most important things is, that they are engaged and have joy to work with this target groups. Even this is very special for those kids, because in their daily life they are confronted with a lot of persons who are more frustrated than motivated and learning and working is just something to be done and not noticed as something lustfully.

Christina is a program officer at adult education center in the region of Kassel and is responsible for the administration of the TalentCamps.

What do you like about the project?

I like the energy and the special situation. It totally different to our daily work, because we deal with other groups and they are so happy and they normally make bad experiences in schools and in learning. They are the losers without competences, they have problems in languages and there familiar situation is often not very good. They got chances to make experiences. It's like a free space in creation. Often it ist he first time for them to have fun in learning.

What would you change about the project?

We got to less money for the staff and the time and money for the meals is too low. We also have to spend too much time in reports and the administration part is getting higher and higher. But beneath this points everything is great and we are very happy that the program now will run for another five years up to 2022.

Janina was a participant in a TalentCamp in Kassel in the last holidays.

What do you like about the project?

We have been a group of about 20 kids. I just knew two of them and I thought that will be boring. I haven't had a real idea what will happen there and just went to this TalentCamp because we are not going to holidays like my girlfriends. But then it was a great time. We learned a lot things and we also can say what we want and we are making the program. We had a great hiphop leader and it was fantastic. We also had language lessons but they are totally different to our school lessons. We had a lot of fun. We also produced a film which could be seen in youtube and we had a big event at the end where also our families took part.

What would you change about the project?

We should have it longer and in each holidays. Next time I'd like to learn an instrument or to sing. The meals are not so good but this is not so important

Tarik was a participant in another TalentCamp

What do you like about the project?

We made a great rap song with a very cool rapper and I am the video-master. I learned a lot about video technics and I got new friends. Now we make music together and I produce videos in Youtube

What would you change about the project?

Less learning lessons. This s a little boring and the girls are always doing their best to be smart. Have more hip musicians and doing something outside

<p>Upcycling - Basteln</p> <p>Konservendosen, Papierrollen, leere Gläser oder Chipsverpackungen gehören in den Müll? Von wegen! In diesem Kurs basteln wir aus augenscheinlichem Müll neue, besondere Unikate und zeigen so, dass Müll nicht gleich Müll sein muss. Du brauchst für diesen Kurs keine Vorkenntnisse, aber Du darfst gerne Dinge, die kaputt sind oder nicht mehr verwendet werden, mitbringen und ihnen neues Leben einhauchen.</p> <p></p>	<p>Upcycling - Nähen</p> <p>Aus alt mach neu!</p> <p>Upcycling kann jede/jeder: z.B. alten Textilien durch Nähen oder andere Handarbeitstechniken einen veränderten Sinn geben.</p> <p>Gemeinsam neue Dinge schaffen wie Taschen, Kleidung, Deko, etc. Nähenkenntnisse sind nicht zwingend erforderlich.</p> <p></p>	<p>Allerlei Musik</p> <p></p> <p>Ob mit Instrumenten oder Alltagsgegenständen, Livejigs oder Musikaufnahmen, als Band oder alle durcheinander.</p> <p>Was wir hier mit Musik machen, liegt bei dir.</p> <p></p>	<p>Brettspielwerkstatt</p> <p>Hier wird nach deinen Regeln gespielt! Entwerfe und designe dein eigenes Brett- oder Kartenspiel.</p> <p>Außerdem stehen für dich eine riesige Auswahl aktueller Brett-, Würfel- und Kartenspielen bereit. Gespielt wird in kleinen und großen Gruppen, worauf du gerade Lust hast. Selbstverständlich darfst du auch deine Lieblingsspiele mitbringen.</p> <p></p>	<p>Wer?</p> <p>An dem Angebot können Schüler_Innen der Klassen 5 bis 10 aller Schleswiger Schulen teilnehmen. Das Angebot ist für die Teilnehmenden kostenlos (inkl. kostenfreien Mittagessens).</p> <p>Wann?</p> <p>10.04. - 13.04. 18.04. - 21.04. 9:00 Uhr bis 16:00 Uhr</p> <p>Wo?</p> <p>Dannewerkschule</p> <p>Anmeldeschein in der DWGS abgeben Anmeldeschluss 31. März</p> <p></p>
<p>Meine Sprache - mein Schleswig</p> <p>Du möchtest dein Deutsch verbessern und dabei Schleswig ein bisschen besser kennenlernen? Dann bist du hier genau richtig! Gemeinsam lernen wir neue Vokabeln, verbessern unser Sprechen und Verstehen - der Spaß kommt dabei na klar nicht zu kurz!</p> <p>Im Kurs werden Alltagssituationen geübt: (Selbst-)Präsentation, deutsche Bräuche, Essen bestellen, Situationen aus Schule und Freizeit und spannende Dinge über Schleswig erfahren.</p> <p></p>	<p>Mit Sprache helfen</p> <p>Ob Schulgespräche, Arztbesuche oder beim Einkauf von gesunden Lebensmitteln - häufig fehlt es an sprachlichen Möglichkeiten um den eigenen Kindern bestmöglich zu helfen.</p> <p>In diesem kostenlosen Kurs sollen Vokabeln für wichtige Lebenssituationen gelernt und gleichzeitig Wissen über eine gesunde Ernährung vermittelt werden - damit Ihr Kind im Alltag optimal unterstützt werden kann.</p> <p></p>	<p>Selbstbehauptung und Jiu Jitsu</p> <p>Möchtest du die Kampfkunst der Samurai lernen? In diesem Projekt lernst du, mit Spaß und praktischen Übungen, mit waffenloser Selbstverteidigung Angreifern auszuweichen und ihre Kraft zu kontrollieren. Jiu Jitsu beinhaltet alles, was eine moderne Selbstverteidigung heute ausmacht. Vorerfahrungen sind nicht nötig.</p> <p></p>	<p>Ein Ball, eine Welt</p> <p>Hier lautet das Motto: "Ballsport verbindet". Ob beim Fußball, Basketball, Handball, Floorball oder Volleyball - die Jugendlichen spielen sowohl in kleinen wie auch großen gemischten Teams.</p> <p>Das „Miteinander Spaß haben“ steht dabei klar im Vordergrund. Du musst in keinem Sportverein sein, um hier mitmachen zu können.</p> <p></p>	<p>Verbraucherbildung</p> <p>Superleckes!</p> <p>Du wolltest schon immer mal leckere Muffins, Kuchen und andere Köstlichkeiten selbst zubereiten? In diesem Kurs lernst Du, wie Du einige Leckereien selbst zaubern kannst und wie viel Spaß beim gemeinsamen Zubereiten und Essen entsteht. Du musst keine Vorkenntnisse haben, um hier mitmachen zu können.</p> <p></p>

Transfer of the project to other countries and partner organizations

It would be a great program to be transferred but the problem is the financing. This program is totally founded by the government and this one of the biggest success factors. The money is not running the project itself but it is the key that the underprivileged kids and families could take part. They are normally excluded of these processes and so it is very problematic to bring them into learning contexts.

If it's not paid by governmental or foundation projects, it won't work in such a sustainable way. We tried such programs in several organizations who managed it by themselves and with free willing worker. It is functioning one or two times but it is all depending on the power and self-exploitation of the staff or the voluntaries. External money and professionals are needed to make it in a positive ways and to bring positive aspects to this work. Even then the kids are free to do their things and have the feeling, that they are

not guilty or that they have to be thankful. This is the normal way of thinking and feeling in their daily life, because they are often underprivileged and are not addressed as young persons with resources and skills.

If there is no governmental founding there could be also private, confessional or other partners to start such a project in a local or regional way.

Conclusion: Challenges & Success Factors

A lot of challenges are just named in the interviews, so they have just to be pointed out and structured:

- **Money:** The free entrance and good conditions as a barrier free offer is one of the most important things
- **Cooperation:** to find cooperation partners at eye level is very exhausting at the beginning. With eye level we don't think that every partner has to have the same knowledges and skills. There has to be a partnership as an idol for the kids and families you work with. Each partner has its special field, topic, skill...

But is it not a hierarchy between these different skills or the point, that the program is organized by the adult education center. They have to work together for the kids and families

- **Staff:** They have to be close to the ideas of the program, and the success for the target groups. They have to have a high group tolerance level and a high level in differences. They should be tolerant but also straight in their opinions, rules und skills. They should be group-workers or co-education workers. We often have teachers who are great in face to face or lesson relations, but they are not able to handle such a mass of heterogeneity
- **Infrastructure:** You have to search good locations who deal with the theme you want to do. This could be theatre rooms, public youth centers, sports and gym rooms or special rooms in a free space like hostels in the landscape. In some frames it could also be good to do it schools, even in the first times. The kids know this territory and feel save, the ways are short and often you have a lot of material and space
- **Target Group:** It is not a homogenous target group and also politically not correct to name them as underprivileged or not well educated. But to handle the problem and to run such a project we have define something. In Germany a lot of kids with lower degrees in

school level have a migration background and came from families with lower education. They also have often less self-confidence and they are staying at home during the holidays. But these devaluations are not a reason to reach them. Typically is this the mechanism not to reach them. We have to give up the idea that we give them something they have to be thankful for. The idea is to find out which are the forces, ideas, strength and wishes of these kids and their social environment. To bring this into a productive and constructive way should be our driving power or target.

- **Public awareness and presentation:** This is a very special factor that brought the program to its success. It is happening from both sides or different ways. We started with a few small projects and when they were successful it spread out. But it is not only the comments in newspapers. The social media is very important. We make a lot with photo and video and took media as skill and a structural effect. We often produce very good videos with professional media guides and they are shared and seen in youtube and the social media channels from the kids. So other kids see what happened and also wanted to join in. Also the reporters see that there is traffic and something happened and they write theirs eves again. Then the politicians or public persons from foundations and societies see what happened and they react in their way. They want to join in and make photos or have reports from this. The website is also a very important platform for the professionals, families and the press.
- **Organization:** As we saw it in some adult education centers who are very successful the professional handling and the idea of a long-term period is one of the success factors. Even when we define success as a longer period. We can't have real effects to the kids and their families with just one camp. But when they realize that it is repeated a growing, they start to make development.
- **Families:** Is is very important to bring the families in the program. The parents have to allow it and they also should be brought in the learning efforts and success of their children. In these families there is often no culture of positive acknowledgment and so we have the chance to create this in public happenings and shows at the end of the camps. We also have possibilities for concomitant programs for parents in the evening. It helps to make the experiences for the whole family. They also bring in younger children to this public shows and they probably can join in in the next program.



You find a lot of information and examples and links on the website www.talentcampus.de

3.3.2 Beyond your plate “Über den Tellerrand”

Über den Tellerand (‘beyond your plate’) is a commonly used German expression for open-mindedness. It has started in 2013 and has become an enriching and inclusive international community where ‘people on the move’ come to find a sense of belonging and experience care and compassion. At the same time, we provide avenues for ‘people on the move’ to enrich their host communities by sharing their own knowledge and unique skillsets.

We apply a holistic approach to the complex process of integrating newcomers into German society, while at the same time acknowledging and empowering their agency. By bringing newcomers together with their host communities, we aim to create a sense of belonging as well as reduce stereotypes and prejudices on both sides. These efforts contribute towards the creation of a more united, inclusive and open society.

Concept

Food and eating are unique and also limitless. Everybody needs food and likes eating and most of the people are proud of their delicious meals in their countries. On the other way we like to taste all the things from other countries and cultures. It is possible to cook and to eat together without talking the same language. Tasting und sensity are the issues and nobody is is a higher position nor better educated.

The organization is financed by voluntary work, state funding and private donations. People from different cultures meet regularly at eye level to learn from each other and to appreciate the diversity of each other. All our community events are free of charge.

As a model project "Über den Tellerrand" inspires and motivates encounters and exchanges between cultures. Our network already includes intercultural communities in over 30 cities, which we call 'satellites'. Also there, we bring together people from different cultures in culinary, creative and sporting events and promote sustainable friendship building. In doing so, we actively promote the emergence of an open and tolerant society.

HOW IT WORKS



Target group

Everybody who is interested as an immigrant or refugee to learn cultural ideas and to join the program for several month with the aim of being a multiplier and guide for the own family, friends and other people.

Examples

Cooking classes

Our cooking class is more than a relaxing dinner with exceptional delicacies from around the world. It is an evening of diverse cultures and stories from distant countries. We want to get to know each other and learn from our fellow human beings who are looking for a new home in Germany. Our cooks - refugees or asylum seekers from around the world - will show us how to prepare an authentic menu in their home country. We will dive into smells that may be new to us, learning plenty along the way. Our chefs will take us on a journey accompanied by personal pictures and insights into their culture. Our chefs will take you on a journey accompanied by personal pictures and insights into their culture.



Kitchen on the Run

Kitchen on the Run is a mobile kitchen in a shipping container. We travel Europe and Germany and organize cooking events for refugees and locals to get to know **each** other, cook and eat together and share their stories. This summer we are visiting small German towns that became the new home for at least 500 refugees. For six weeks, several times a week a group of 20 – 25 locals and refugees will share our container kitchen to prepare dinner and eat together.

Building bridges

Our Building Bridges program is a specially designed program that ‘builds bridges’ between people and supports new and old comers in finding a home outside of home, while at the same time helping Germans get to know their new neighbors in a more transparent and positive way. We do this by connecting a German national with an old comer who together form a team and work on supporting a new comer in starting a new life in Germany.

The teams then meet on a weekly basis to do an activity of their choice. In addition to that, we organize group meetings twice a month to bring the different teams together. These meetings include picnics, cooking together, going to musical events, team building events, amongst others.

Information over the program: Size of Group: 10 teams; Duration: 6 months; Effort: 2-3 hours per week; Program content: Kick-off meeting and introduction; More than 12 meet-ups that include free time activities, workshops and supervision; Admission criteria: You speak one of these languages fluently: German, English, Arabic; You are between 18 and 27 years of age; Meeting points: event venues and parks.



Competences and staff information

To run such a program you need motivated persons who are able to deal with different persons and groups. But first of all they have to have fun in being together with people from different countries and cultures, be able to try and learn a lot from others and like cooking and eating. You have to organize a kitchen and rest rooms and a place to stay together. In Germany this part is not so easy because you have look on a lot of regulation in hygiene and food preservation. You also have to have a license as organization for this.

The adult education centers often have kitchen or can use the kitchens in schools, where all these formal rules are regulated

Further information and transformation

The program could be transformed very easy into other countries and sectors. Wherever you have a place for cooking, also a mobile one like the container example, it will run.

The program is running in a lot of cities with different partners. Nearly every big city started some projects or planned them.

Information in German at <https://ueberdentellerrand.org/>

3.3.3 Mother learns German language and welcome meetings

„Mother learns German language“ and „welcome meetings“ are two different programs and formats but they have nearly the same impact and alignment. Both are programs to open the school, neighborhood and social society to migrant people and to bring the adults into contact by learning the issues of the children. It is also a good program to bring learning and education in a positive viewing and to have contact with different experiences and ideas in education.

„Mother learns German language“ started as a corporation between the adult education center, the administration bureau for intercultural affairs of the local government and different schools. It runs since 1999 very successful and different partners like NGO's religious societies and the Red Cross organization joined in.

The „welcome meetings“ started in autumn 2015 when lots of refugees came to Germany. It is a very low level offer to mothers to bring their little children with them and have time for themselves to learn language or to get help and answers for the daily problems and questions in the new situation.



Concept and targets

The main idea and target of „mother learns German“ is to learn German language as a key to take part in daily life and to have a chance of integration. Another idea and target is to bring the parents into the schools of their children to see how they spend their time, what they learn and what kind of progress they make every day. It is a chance to have good and positive contact between teachers and parents and the topic of learning in their life. The background was the experience that a lot of migrant parents, mostly the women, are not able to talk German, and they also have no chance to take part in learning lessons, because they have often small children. Because of this background, we have a lot of migrants, staying here in Germany for a long time who are not able to communicate in German language. The concept is to have learning classes for the parents and playing groups and guards for the little children during this time. It takes part in the school during the time the older children are in their normal school class.

The starting point of the welcome meetings was the situation that a lot of refugees are not allowed or able to learn German when they come to Germany. They all have to wait for the check of their status as a refugee. This situation is very bad for the people, just to sit and wait for months. Another aspect is the situation of a lot of women with little children. Even if they got the permit and the status to make a German language course, they are not able to do it or they have fear, because lots of the women never went to school. A lot of volunteers have this experience with these women and then they started this very low level program. They went into the camps for refugees and the housing and took the mothers and

the children every week the same times to special places, like cultural centers, kinder gardens, community rooms...They started with teatime or coffee time together and then one group of refugees took the children to have playing time and the other group is having learning session with the women or special help in administration problems or daily life questions.

Target group

Mothers of young children as migrants or refugees, who are not able to take part in formal long term German language course. Normally these are the women, because they keep the little children and they have no contact to German language in daily life. The men often have contact because of their work or because they went to school in their home countries and know that learning and communication is the key to have success and to participate in the community. Another aspect is that often women are not allowed to learn formally is a tradition or a cultural or religious background. So they have special needs, protected rooms for women and a lot of support has to be done.



Organization

The program „mother learns German“ was initiated and formally organized by the schools. They have to spend the rooms and they have to invite the parents. The teachers are language teachers of our adult education centers. For the children we work with volunteers of the neighborhoods or religious communities or with students of the education and pedagogic schools and universities. It depends if there is some financial support of the program from the local government, from private organizations or from social programs.

The school activities haven't to be payed, because the rooms and the organization is existing. The teachers and childcare is to be payed or a voluntary form. The learning

lessons are two times a week in the morning for three hours during the regular school lessons.

The “welcome meetings” are often initiated by Neighborhood-communities or religious communities and by our language teachers in the adult education centers. They have experience that there is a special group, the less educated women with little children, who are not reached by formal and governmental programs. There are also a lot of barriers for this group: They have fear, they feel ashamed and they have personal repression in their daily life. The program has to be very basic and is very important to have rituals and repeated structure.

Success

Both programs have a different success. “Mother learns German” has nowadays their own learning books and the schools are interested to have this corporation. The founding is also very good, because we have public and private founders. The “welcome meetings” have the problem, that they have to be transferred into solid structures and the volunteers are not able or willing to do such a work for very long time. Some of them ended after a year, some of them transformed as “meetings for all people” and changed the roles. The refugees got more and more competences and so they are responsible for some structural moments

Competences and staff information

For this program different competences are needed. You need motivated teachers or leaders in schools to organize the rooms and the infrastructure for “mother learns German”. You also need teachers for the language course and child keepers or pedagogical staff for the little children. The competences for the “welcome meetings” are much more basic. You need a lot of volunteers and interested people from the neighborhood who are interested in culture and have positive ideas of integration. You also need rooms in religious, social or cultural contexts.

Further information and transformation

The programs are still running in a lot of communities in Germany. “Mother learns German” is often founded by the local government or private donations to pay the teachers and pedagogical staff. Most of them are freelancers and so this voluntary work is not a

solution for a long time. The “welcome meetings” are mostly organized and carried out by volunteers.

The programs could be transformed very easy into other countries and sectors. The schools and social partners are very happy to make offers to persons of this target group.

<https://ikb-darmstadt.de/mama-lernt-deutsch/>

<http://www.nittaya.de/ehe-familie-14/mama-lernt-deutsch-87/>

https://www.frankfurt.de/sixcms/detail.php?id=2889&ffmpar%5B_id_inhalt%5D=352763

3.3.4 The intercultural urban park in Frankfurt (Oder)

"Since the beginning of the 1990s, intercultural gardens enrich the immigration country Germany. People from different social milieus and life forms meet in intercultural gardens. When farming together in the middle of the city creates new connections and affiliations arise. "(Foundation "Interkultur")

Concept

The intercultural garden in Frankfurt (Oder) is founded in 2013. It originated from the overgrown old school garden on the compound of the newly renovated school, in which the adult education center (vhs) moved. Two reasons led then from the intercultural to the inclusive garden - on the one hand: there were simply too few interested migrants in the city and on the other hand: a facility for handicapped people moved in the building complex too. After 1000 distributed leaflets and visits to every institution dealing with migrants, the idea came up to invite people with disabilities to the garden project.

Many migrants have experience in gardening and crafts, as well as social skills. The exchange duplicates the existing knowledge. Gardens are also an effective remedy for deficiency. They make abundance possible, they encourage giving and exchanging. By the way, there is the ground for a productive relationship with oneself and with others.

Some gardeners (no matter what origin) have horticultural experience and willingly share their knowledge. The abundance is also enjoyed in the Frankfurt garden. The small piece of "Eden", as it can be called, makes almost everything thrive and reap plenty of harvest. This encourages to give. Seeds are also exchanged regularly.

Target group

People with intellectual disabilities, migrants, refugees - and the people without migration background between 0 - 75 years old: women, men, families, working people, pensioners, children...



Organization

The garden is not very big, yet we have opted for bedding autonomy, which means that each manages a small piece of land, for which he is responsible. Only he / she may harvest and shape it. A few communal beds are stocked with berries and herbs and are farmed together. A covered seating area and a few playground equipment invite you to pause and celebrate together. In basements of the vhs the equipment is kept. For events the vhs rooms may be used. The garden is free of charge, in return the gardeners help with certain festivities of the vhs. The main organization is in the hands of an employee, a small group of active members supports her regularly.

The Foundation "Interkultur" has formulated the principles of the gardens on its homepage, including everything that intercultural gardens intend and try to implement. The following describes the vision and implementation in the Frankfurt Garden:



Competences and staff information

The most important things are participation and community building. The staff has to deal with different groups with different ideas and experiences of gardening: from totally structured to wild gardening or from chemical genetic to ecological. So you have to have rules and respect. These rules and the different ideas have to be pointed out and moderated. It's also one of the competences to bring the people together in their differences to build something in common.

Immigrants feel very disadvantaged here in Germany. The day-to-day discrimination is perceived precisely and often leads to discouragement and isolation. An intercultural garden reveals ways out of the "ghetto of otherness". Little by little, the much missed civic engagement of migrants can take hold. Intercultural gardens use urban space and provide biodiversity and a better microclimate in the neighborhood. They show that another city is possible. Environmental protection is almost casually operated here. Sowing, harvesting and composting without chemicals raise awareness of other environmental issues. The methods tested here set impulses for transcultural forms of environmental education.

Further information and transformation

The program could be transformed very easy into other countries and wherever you have a public or private space. We have one example in Offenbach near Frankfurt, where the space is an old harbor area which will be developed in about 5 to 10 years to housing etc. Since then the urban gardening group could use it. Even if it is a non-gardening areal of stone ground, they transformed it with raised beds in big wooden flower pots. It is not allowed to grow something on the ground, but with this technique it is very simple and often better than in the landscape.



We count in 2018 about 600 of these intercultural urban gardening projects in Germany. <https://anstiftung.de/urbane-gaerten/gaerten-im-ueberblick?view=map>

All in all the urban park is a loveable, sustainably established living and sustainable place. It is a place of environmental education, of learning together, of exchanging and sharing. The garden offers spaces for nature experience, biodiversity, food sovereignty and seed preserving. It is a place of cultural, social and intergenerational diversity and neighborly coexistence. Here people of different colors can meet, get to know each other, exchange ideas, spend time together and share skills and abilities. It is a place of peace and time. We do not want to miss it anymore.



3.3.5 Training Cultural Guides “Kulturlotsen”

The adult education center in Karlsruhe runs a very successful program for immigrants and refugees called „Kulturlotsen“, which is a training program and low level education for immigrants and refugees to be a guide for other immigrants and refugees.

Concept

The starting point was the situation that the adult education has about 50% of all persons who learn the German language to get a residence permit, but nearly none of them and their families came to take part at the other programs. So they started a pilot project with several museums in the town. They went with a team from staff of the adult education center and the museum in every German language course and made a presentation. Then they made one course session of four hours with a special low level curriculum in the museum. After that all the participants were asked if they want to join a program for one semester every Friday afternoon to learn things about the way to take part in arts and culture in Germany and have an exchange between their ideas of culture and their experiences

Target group

Everybody who is interested as an immigrant or refugee to learn cultural ideas and to join the program for several month with the aim of being a multiplier and guide for the own family, friends and other people.

Organization

The learning sequences are every Friday afternoon after the language course as an add on. The partner museums decided that there is free entrance at Friday afternoon for everybody who is part of the Target group. The benefit for the program members is that got a member permit to go to the museum all the time for free and can take their family with them. You need a good corporation with.

Success

The program started with a lot of voluntary teachers and in the first period 40 persons from the target group. The aim was reached after a few month because the members of the multiplication course are very motivated and brought their families and friends in the museum. The hidden agenda was also very successful because the teachers hoped, that

there is more German language communication outside the language course in real practical fields. That is realized in the learning setting because they are held in German language but also as their function as guides, because the guided people came from different countries and English is also no alternative as a language for everybody. Third of all it raise up an exchange in cultural ideas and backgrounds and a lot of intercultural learning between the so called teachers and the target groups. They also made experience that there are totally different ways to deal with culture. The curriculum was changed then in more practical and emotional parts in dealing with art. That was also a great success for the pedagogical staff because they learned a lot in changing their programs.

What is not happening is the idea to bring more of the people with migration background in the normal program of our adult education centers. It is just functioning when there are project founded courses or courses financed by industrial employers. There is no socialization in paying for cultural learning or other things. We made some studies and asked the migration groups of the further periods and the results are: Cultural life is within the families. Eating, talking, singing, playing, dancing is done in family events and there is spent a lot of money. But it is the social and cultural background. Also theatre and Arts are seen as something very special.

The program won several prizes in the regional and national adult education and culture contexts and was copied in different cultural fields.



Competences and staff information

To run such a program you need motivated persons who are able to deal with different persons and groups. For the partner organizations like museum or theatres you need pedagogical skilled persons who work as theatre pedagogues or museum pedagogues. If not they have to be able to anticipate the situation and role of the migrants and refugees. One thing is the often completely different way in cultural experiences and ideas. A lot of the migrants haven't ever been to museums and theatres. The other special requirement is the situation they came from. If there were traumatic situations like war or violence you have to handle this in the situation the people are confronted with art that is showing or representing these themes. It has to be a cautious handling. All the way it important to ask a lot, to bring the people themselves in acting and talking about the arts and to do less than you are normally doing. Sometimes they start with just one picture for a whole session. To hear the emotions, the thoughts about, the experiences... Then it could be good to bring them into practice. So they can draw themselves or write or act.

Further information and transformation

The program is still running with less people and with donation from a foundation to pay the teachers and pedagogical staff. Most of them are freelancers and so this voluntary work is not a solution for a long time.

The program could be transformed very easy into other countries and sectors. Wherever you have public financed organizations like theatres, museums, music institutions, art galleries ... The partners are very glad to have more persons of this target group, because they have no way to interest them or to make successful intercultural marketing. It is a benefit for all the partners, because everybody learns the different associations and opinions we have to culture and arts.

The program is running in a lot of cities with different partners. Nearly every big city started some projects or planned them.



Information in German at the DVV magazine at page 32ff: https://www.dvv-vhs.de/fileadmin/user_upload/4_Service/dis.kurs/dis.kurs-2017/2017-01-diskurs_WEB-Version.pdf

3.3.6 TalentCAMPus plus

The education concept talentCAMPus plus is aimed at refugee, non-compulsory children and adolescents between the ages of 10 and 18, who face educational barriers due to their situation. Due to the special needs of refugee children and adolescents, the module 1 usually includes a promotion of the German language. The talentCAMPus plus always takes place outside the school holidays.

Concept

Cultural education can help to process experiences and to understand new things. Above all, refugee children and adolescents who are not able to go to school yet and often have to tide over a longer period of time, cultural education can offer the opportunity to learn German and at the same time get to know the German culture. Offers of cultural education to promote cultural-aesthetic expressions support the participants in artistic fields, take up cultural expressions from their everyday life and take into account the arrival in a society of cultural diversity. This stimulates their own creativity in many ways.

Free educational offer of about 3 to 10 weeks outside school holidays. Implementation in a local alliance for education (at least 3 partners). The offer is made all day with at least 8 lessons (UE) a 45 minutes per day. Balanced combination of building block 1 (learning target-oriented offer, 3-5 units) and building block 2 (offer of cultural education, 3-5 units). The learning target-oriented offer here usually includes a language support of the German language. A pedagogically accompanied lunch break (1-2 UE) with exercise and relaxation offers is possible. Fundamental is the combination of two educational building blocks:

1. Learning target-oriented offer, e.g. Language and reading promotion; Media and computer literacy; Personality development / social competence; Participation in the community
2. offer of cultural education, e.g. musical, performing or visual arts such as theater, dance and writing workshops, sculpture, painting and graffiti; Media educational activities in the field of film, radio or photography; experience cultural offers in the social space.

Parental education can be offered additionally / accompanying to the measure.

Target group



Refugee children and adolescents aged 10 to 18 years with a non-compulsory status and their parents / families

Concepts of adult education centers for the accompanying parenting in the context of a talentCAMPus

- A parental education day with 10 lessons takes place during the talentCAMPus. In the team teaching process, the focus is on media usage and upbringing issues.
- A lecture, which includes 3UE, in connection to the talentCAMPus will focus on the topic "How will learning and teaching become a success? "
- During the talentCAMPus, two parenting days each with 3 UEs deal with the question: "Which social skills does my child need? "
- A parenting program to promote your own children's language will be offered five days throughout the entire talentCAMPus with 5 UE each.
- Parents take care of the catering for the talentCAMPus participants and take part in a one-week program with 30 UE on the topic: "How do I support my child in a secondary school? "
- During a three-week talentCAMPus, two parent evenings are held for parents with little knowledge of German, each with 4 teaching units in team teaching with translation and a visit to the municipal council. Parents receive tips and recommendations for activities with their children to help the family learn German.
- A "Parental Rally" with 30UE completes the talentCAMPus, integration barriers are to be reduced by the joint acquaintance of cultural and urban facilities (culture path). The rally is connected with simple language exercises.
- A preparatory parent evening with 3UE informs about the topic "healthy nutrition". At the end of the talentCAMPus, which also deals with this objective, parents and children cook together and participate in a nutrition quiz with 3 UE.
- Accompanying the talentCAMPus, parents of participants can participate in a course on healthy eating with 15 UEs and on an intercultural offer with another 15 UEs.
- At a common closing evening with participants and their parents, the establishment of a "parents' meeting" should be initiated.
- In order to strengthen the relationship between parents and children from difficult families, the cultural building block of talentCAMPus, which will be held at weekends with 20 lessons, will be designed as an intergenerational offer for both target groups.



Project examples

The website www.talentcampus.de brings together a variety of project examples. The program ran all over Germany in more than 100 projects in 2017.



Competences and staff information

talentCAMPus plus is developed and implemented locally through a joint alliance for education from at least three cooperation partners. These have direct access to the target groups, such as youth centers, social services, migration facilities or associations that are involved with refugees. They have cultural competences such as cultural and socio-cultural centers, theaters, music and art schools, libraries or media centers. The offers can be accompanied by additional interpreters and socio-educational specialists as part of the orientation financing.

Further information and transformation

It would be a great program to be transferred but the problem are the finances. This program is totally funded by the government and this one of the biggest success factors. The money is not running the project itself but it is the key that the underprivileged kids and

families could take part. They are normally excluded of these processes and so it is very problematic to bring them into learning contexts.

If it's not paid by governmental or foundation projects, it won't work in such a sustainable way. We tried such programs in several organizations who managed it by themselves and with volunteers. It is functioning one or two times but it is all depending on the power and self-exploitation of the staff or the voluntaries. External money and professionals are needed to make it in a positive ways and to bring positive aspects to this work. Even then the kids are free to do their things and have the feeling, that they are not guilty or that they have to be thankful. This is the normal way of thinking and feeling in their daily life, because they are often underprivileged and are not addressed as young persons with resources and skills.

If there is no governmental founding there could be also private, confessional or other partners to start such a project in a local or regional way.

3.4 *Turkish integrational adult education projects*

3.4.1 Football Course for Children (aged 8-9)

As Bayraklı HEM, we recognize the needs and the rights of refugee children; and we respect the United Nations Convention on the Rights of the Child, as every child - no matter what their religion, ethnicity or nationality is - has the right to access good quality education. We are aware that one of the most important ways to integrate the refugee children into the Turkish society is through social activities such as sports, arts and music. Our main goal for this programme is to help refugee children learn the importance of sports and teamwork. The programme consists of the following objectives as well: knowing his/her talents and strengths, expanding his/her capacity through exercise, grasping his/her weaknesses and working towards to improve them, comprehending the rules of football and displaying behaviour accordingly, gaining knowledge about the football field and the equipment, learning the attacking and defense parameters of football, being able to express himself/herself with his/her knowledge, being able to be in a leadership position, and becoming a good spectator as well as keeping himself/herself away from bad habits.



Target Group

Our target group for this course is children who are 8 or 9 years old. People may get information and enrol in our courses by coming to our building. However, we understand that it is not always the case for refugees. We organize meetings at the beginning of every term of a school year. We aim to reach refugee children as well as their families. The municipality also informs the public regularly about the courses we provide.

For this football course we accept both Turkish and refugee children; courses are often mixed so that the Syrian and/or other refugee children can integrate themselves and feel connected to their peers.



Methods of the Programme

1. Basic Movement Training
2. Coordination
3. Flexibility
4. Pedagogical games special to football
5. Technique
6. Physical exercises
 - 6.1 Stamina
 - 6.1.1. Aerobic exercises
 - 6.2. Speed
 - 6.2.1. Reaction
 - 6.3. Elasticity
 - 6.4. Mobility
 - 6.5. Coordination
 - 6.6. Balance
 - 6.7. Basic motor skills
 - 6.8. Perception and awareness

Materials to be needed:

- 1.Size 3 or 4 football, 2.Goalpost, 3.Funnels for exercise, 4.Waistcoats,
- 5.Football field (If there is not a proper football field, the course is usually carried out in a school yard

Description of Competences

- a.Physical education teachers at schools,
- b.Trainers who have TFF (Turkish Football Federation) Grassroots C licence,
- c.Trainers who completed TFF volunteer leader course,
- d.Trainers who have children's football certificate can be appointed to teach in this course.

As Turkey has recently confronted such a massive refugee influx and there had not been any precautions for refugee integration beforehand, all efforts for refugees today are

based on what has already been carried out all around the country. Much of this is basically the work of Ministry of National Education and especially the work of public education centres. Public Education Centres in Turkey provide literacy courses, technical & vocational courses, and social & cultural courses for adults and sometimes children by means of schools. This course is one of them and it has been designed as a social and physical activity for children. It is quite effortless to attract children to this course as football is one of the most popular sports in the country. Refugee children can also attend these courses as every refugee has access to them. Transferring this course into the partner countries' refugee programs can be very convenient as they have been practising social activities for young refugees and immigrants for a long time. Getting refugee children and local children together with a sports activity, especially football, is a way of connecting them, and it is indeed a good approach to make refugee children feel at home while they are having fun.



3.4.2 Clothes Alterations and Repairs Classes

Technical and vocational courses in Lifelong Learning Programme have been prepared specifically with the related sectors and according to their necessities. They all comply with the national and international standards and they also provide individuals professional competences. This course is designed to prepare students for employment in alterations for the apparel industry. Students will develop skills in advanced clothing construction, tailoring and couture techniques appropriate for a variety of fabrics and designs, and fitting techniques for all types of apparel. They will develop the ability to select appropriate fashion fabrics, interfacing, and lining materials for specific items of apparel.

Students completing this certificate will be able to alter and repair ready-made garments for a profession. Students completing the certificate can expect entry level positions in the alteration profession for retailers, dry-cleaning industry or their own

alteration establishment. Typical jobs include sewing, lengthening or shortening hemlines, adjusting seams, altering darts and repairing zips or tears. Having agreed with the customer which changes are to be made, the alteration hand marks these out on the garment, either by pinning or tacking, or by using chalk marks before making the adjustments. Depending on the type of alteration, they may have to unpick the stitches in the garment before sewing the pieces together again in a slightly different position. They have to decide what kind of stitching will suit different types of fabric and may stitch by hand and/or use an industrial-type sewing machine, such as an overlocker.



Target Group

Since this is a vocational course, the target group is usually young adults who seek to have a job in Bayraklı District. However, many housewives also attend it as it is a sewing course. To be able to register this course, people have to have basic literacy skills and should meet the physical requirements to use a sewing machine. Recently more and more refugees are attending our courses and this course is no exception. In this particular course, there are both Turkish and Syrian women.

Methods of the programme

1. Teachers guide the participants
2. The participants are encouraged to learn and discover by themselves.
3. The participants are ensured to be active in the classroom environment.

4. The participants are encouraged for research.
5. The participants can assess themselves.
6. The methods intended to gain professional competences are applied.

Materials

A sewing workshop

Sewing Machines

Threads

Scissors

Pins and needles

Marking Tools

Measuring Tools



Description of Competences

Teachers who graduated from the clothing technology department of universities are usually appointed for these courses.



Transfer

In Europe, there are a great number of people who have low levels of literacy and refugees who have very little or no language skills. Especially refugee women have the lowest language and literacy skills amongst others; and mostly social inclusion is very difficult in this group as they cannot find jobs easily. These courses enable refugee women to interact with each other as well as local people. Furthermore, because this course is a vocational one, it aims to provide qualifications to refugee women in order for them to be suitable for employment. This course is very important to help women be active in working life. Partner countries may implement this course directly as it is or adapted to their countries' cultures and needs.

3.4.3 Parental Education Courses (3-6 ages)

It is a scientific fact that supporting a child's development and well-being by means of his/her parents leads to a greater improvement in the society. It has been observed that children, whose education and development are assisted at early ages by their parents,

- a. grow up to become adults who are aware of their rights and responsibilities,
- b. are academically and socially more successful,
- c. are less likely liable to crime
- d. are less likely to drop out of school.

Based on this fact, this course was designed by Lifelong Learning programme of Ministry of National Education to be implemented by Public Education Centres. As Bayraklı HEM, we recognize the needs of the families in our district and promote these courses as much as possible. Parental Education Courses have been carried out in order to support

parents and caretakers and raise awareness. The courses aim that the child can use his/her innate potential; this is by informing parents about child care, supporting their positive parenthood skills and empowering internal family relations. Parents who obtain this training have usually more positive attitudes in raising their children and can arrange their house and family environments according to the children's needs.

The programme contains the following topics:

1. The importance of the role of the family in raising a child
2. Communication with the child I
3. Communication with the child II
4. Developing a positive attitude
5. Reducing negative behaviours
6. Social and Emotional Development
7. Cognitive and Language Development
8. Motor and Sexual Development
9. Self-care Skills
10. Child's Health and Nutrition
11. School and Child



Target Group

For this course, our target group is parents who have children between the ages 3-6 and also married or single people who don't have any children but want to have some in the future. Generally, mostly mothers attend these courses as they are alone considered to be responsible for the child in today's society. Since this is a programme for parents, we

also try to attract fathers to the programme; however, they are a minority. One week of the programme is especially designed for fathers so that we can have them at least for once. This particular course was opened for refugee (Syrian) parents although normally it has also been for Turkish parents since 2013.

Methods of the programme

Every class starts with a topic and a visual aid.

The teacher makes an introduction and continues with some information cards.

The teacher and the participants discuss the topic.

The teacher asks some questions and they answer.

The participants are given some situations and asked “what would you do?” questions

The teacher tries to eliminate some examples from the participants’ daily lives.

At the end of every class, the participants are given some booklets which are called “child activity materials” and information sheets for the rest of the family.

Every week, the teacher visits two families at home and he/she observes the parent/parents do the “child activity materials” with their children.

This particular course was carried out with the help of a translator.

Materials

Pictures for each topic

Information cards which have specifically been prepared for the programme,

Child activity materials prepared for the age group

Information sheets to be given to parents as a summary for each topic

Description of competences

Teachers who have had the Parental Education Training Certificate

Teachers who work as counsellors at schools (school psychologists) are appointed for these courses.



Transfer

As mentioned in the introduction part above, children are a key element for the society as they create the future in a country. It is naturally through their parents to raise and support healthy children. Educating parents is the most essential method on this issue. All three partner countries have been practising parental education for a long time as Europe has been aware of the fact that parenting is one of the most important aspects of a healthy society.

3.4.4 Turkish A1 for Foreigners

The multilingualism policy of Europe aims to improve fundamental skills by teaching at least two foreign languages. For us, as Bayraklı HEM, it is crucial that all foreigners who wish to live in Turkey, especially refugees, have access to learn Turkish. We understand that language is a key element for integration of refugees. The four language skills are equally distributed within the programme, the programme is also designed for all learners to recognize their abilities and needs, and for them to actively engage in the learning process.

The “Turkish A1 for Foreigners” language course, which falls under the foreign language courses, provides an education for adults that are fit to the international standards. The content of the foreign language courses, which has been prepared by the Lifelong Learning Directorate of Ministry of National Education, is a learner-centred

programme. Learners work cooperatively under the guidance of the teacher in a classroom environment.



Target Group

The target group for this course is foreigners who want to pursue their lives in Turkey. This, of course, also includes refugees. It is essential for them to learn the language so that they can fully integrate into the society. This programme is specifically designed for adults; every foreigner over the age of 17 can register for the course.

Description of Competences

1. Turkish Language and Literature Teachers,
2. Foreign Language Teachers,
3. Primary School Teachers
4. Teachers who have the “Turkish as a Foreign Language” certificate are appointed for these courses

Methods of the Programme

Common Used Methods:

Grammar Translation Method

Direct Method

Natural Method

Audio-Lingual Method

Cognitive Method

Communicative Method

Eclectic Method

Alternative Methods:

Suggestopedia

Learning with a group

Silence Method

Total Physical Response Method

Mission Based Teaching

Content Based Teaching



Materials

In order to improve the four language skills and for the programme to be efficiently implemented, computers, projection or a smart board, audio systems, internet connection and standard information technologies are provided. Additionally, "Common European Framework of Reference for Languages" should be used by teachers as a reference. There

is no particular course book for this programme; teachers may use their course book of choice.



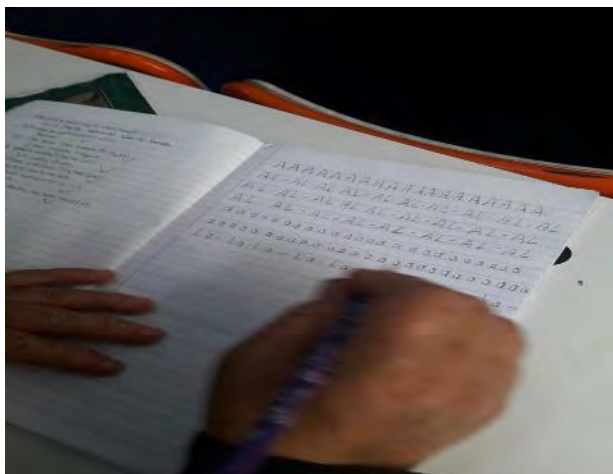
Transfer

Partner countries' language programmes have been carried out widely and for a considerably longer time than the ones of Turkey since European countries have been confronting both immigrants and refugees for decades. Knowing the importance of language education, it has always been a priority as well. And it is the first step for social inclusion of foreigners in Europe as well as their integration programmes.

3.4.5 Literacy Courses for Adults

It is clear that one of the factors that contribute to a country's development is the literacy rate in that country. For a developing country like Turkey, it is vital to increase the literacy among adults. The main goal of this program is to help adults learn reading and writing skills and be able to express themselves with those skills. It also aims to improve the life quality of the target group. The essential information and skills that are aimed to be provided to the adults are related to real life necessities. The course is based on constructive methods to maintain learning in the fastest way possible while respecting individual

differences. Following a learner-centred teaching method also paves the way for the learners to self-sustain their further learning. Other than improving the learners' Turkish proficiency, the course provides plenty of other information in order to guide learners achieve basic knowledge on mathematics, sciences, and history.



Target Group

Target groups for this course are both Turkish nationals who have not been attended school or who do not claim reading and writing skills and refugees learning Turkish.

Attendants who are of Turkish nationality are often relatively elderly women who have not gotten the chance to go to school. Because the demographic structure of Turkey varies within the country, illiteracy is higher in the east part of Turkey. However with the migration to the west from east, there are also nationals, even though minority, that register for this course. For refugees, this course provides a comprehensive understanding of Turkish language, alphabet, and culture. Since the refugee population consists of mostly Syrian nationals, it is a great opportunity for them to adapt themselves to the society.

Methods of the programme

Learning with a Group:

Brainstorming

Shows

Question and Answer

Drama and Acting

Simulation

Group Work

Micro teaching

Educational games

Individual Learning:

Individualized teaching

Programmed instruction

Computer-aided teaching



Materials

These courses are implemented in the schools of Bayraklı District. These schools are usually primary schools since they have a suitable classroom environment for the literacy courses in terms of class materials, boards, posters and pictures on the walls. In some schools, technological devices such as projection, smart board and computers are also available.

Description of Competences

Primary School Teachers are usually appointed for this course as the course contains not only teaching how to read and write but also simple maths and science skills.



Transfer

In today's world, literacy is fundamental for humans as it enables people to live meaningful lives and contribute to their communities and society. Literacy is also essential for learning, as much of learning is mediated through texts. In Europe, one in five 15 year-olds and one in five 16-65 year-olds have poor reading skills. Literacy skills have an impact on all aspects of daily life, from school to employment and from health care to social life. Literacy difficulties make it hard to find and keep a job, which creates inequalities in society by increasing the risk of poverty and social exclusion. However, given the right support, everyone who struggles with reading and writing is able to develop adequate literacy skills to participate in society. Therefore, for Europe, it is crucial to increase literacy levels in order to advance European society and enhance the equalities in it. And it is essential for refugees to have basic literacy skills along with the language skills as the possibility to find and keep a job becomes higher. A course as this one will definitely be useful for partner countries. Including literacy courses in their refugee programmes will ensure a higher social inclusion.

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