

*ea*  
GRUNDTVIG AWARD  
*excellence in adult education*

2016

ADULT EDUCATION

& REFUGEES



EUROPEAN ASSOCIATION FOR  
THE EDUCATION OF ADULTS

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ADULT EDUCATION

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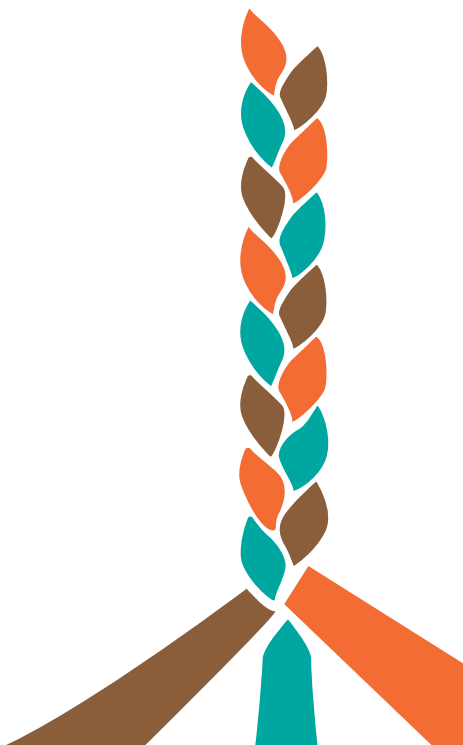
& REFUGEES



EUROPEAN ASSOCIATION FOR  
THE EDUCATION OF ADULTS

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# 1 / INTRODUCTION

Each year, the EAEA celebrates innovation and excellence in adult education. The EAEA Grundtvig Award highlights project results that produce new ideas, new partnerships, new methodologies and a new understanding of how we can work in adult learning.

The EAEA Grundtvig Award is named after Nikolai Frederik Severin Grundtvig (1783–1872), a Danish educator centrally influential in the development of non-formal adult education in Europe and worldwide. He provided the adult education sector a foundational philosophy that underpins much of the work in lifelong learning. Grundtvig emphasised the intrinsic value of learning, as a foundation to living meaningful and enjoyable lives. This idea is central to the adult education that EAEA

is promoting, with its focus on basic skills, valuing learning and active citizenship.

Grundtvig laid the ground work for the development of learning centres, in all kinds of contexts, from residential educational institutions to agricultural co-operatives. He linked intellectual and cultural growth with group development, a prelude to civic relationships.

## CATEGORIES AND CRITERIA

Excellent adult education and learning projects were awarded in three categories:

1. **International projects**
2. **European projects**
3. **National projects**

## WHAT?

- 🌀 The EAEA Grundtvig Award was launched in 2003 by EAEA in order to recognise and celebrate excellence in adult education;
- 🌀 The Award is given to organisations or project consortiums who present the best projects in adult learning;
- 🌀 The Award has a different theme each year;
- 🌀 It reaches out to every region in Europe;
- 🌀 It inspires the practitioners, course providers, and project participants to value their work, and to work more closely with one another.

## HOW?

- 🌀 The call is published annually in spring;
- 🌀 Transnational partners are eligible to enter;
- 🌀 The projects can include videos, photographs, books, Power Point presentations, slides and posters;
- 🌀 Any product of the project that is accessible to the public, and may be useful and/or transferable to other adult education organisations is eligible to enter the competition.

In all categories, we were looking for projects that have either a transnational element or a strong national or local partnership with a diverse range of stakeholders. We welcomed nominations from projects funded by the European Commission (Grundtvig/Erasmus+) or projects which were funded elsewhere.

Criteria are as follows:

- The project must clearly demonstrate innovative ways in which it tackles the selected theme;
- It must have evidence of outcomes, such as a report, website, DVD, or any form of verification;
- It is desirable that the project is transferable and/or useful for others;
- The project or the initiative should be up and running for at least six months and/or be close to completion.
- We also accept finished projects but they should have ended within two years of the Grundtvig ceremony (i.e. June 2014).

## 14th EAEA GRUNDTVIG AWARD

In 2016, EAEA was looking for projects that focus on adult education and refugees. Since 2015, more than one million people – refugees, displaced persons and other migrants – have made their way to Europe, a number that continues to increase. Europe is facing a global challenge and urgent actions are needed to tackle this humanitarian catastrophe. EAEA believes that adult education providers and civil society organisations can provide fundamental support to respond to the arrival of refugees



and to their long-term inclusion in their host countries. EAEA therefore decided to look for excellent projects that promote the learning of, with and about refugees / migrants. The aim was, for example:

- To raise awareness, at a European level, about civil society initiatives on adult education for the inclusion and wellbeing of refugees in host countries;
- To raise awareness of the importance of adult education for the integration of the newly arrived but also for intercultural dialogue and a venue for civil dialogue and engagement;
- To give social recognition to adult education organisations, which are now assuming the role of giving information on the rights and options to the newly arrivals;
- To support adult education organisations, by helping them to establish new partnerships, namely, with social services, employment services, health services and humanitarian services.

The winners were announced on the 28th of June 2016, by the EAEA President Per Paludan Hansen. The awards were given out by Sophie Beernaerts from the European Commission. The award ceremony took place in Brussels.

## 2 / INTERNATIONAL CATEGORY

WINNER: ST. ANDREW'S REFUGEE SERVICES (STARS)



# WINNER: ST. ANDREW'S REFUGEE SERVICES (STARS)

## HELPING REFUGEES IN CAIRO TO FIND A NEW NORMAL

The Adult Education Programme run by Saint Andrew's Refugee Services (StARS) stems from a need to fill a major service gap: even though education is key for successful integration, refugees in Cairo have few opportunities to take up learning. Therefore, the ultimate aim of StARS is to help refugees become agents of change through increased confidence, self- and community reliance, coupled with improved prospects for local integration.

For this purpose, StARS offers a range of computer skills courses, language classes, and a variety of livelihoods and handicrafts classes. The benefits of education go beyond the actual skills learned and often cross over to a psychological dimension, because for some, attending classes provides refugees with a much needed routine.



*Through education we can revive the state of normal life again for the refugees, give them hope for a brighter future and equip them with skills they need to build a new, more peaceful life.*

Reimaz Salim, StARS

The challenges increase: with the numbers of refugees in Cairo continuously on the rise, the demand for courses is also growing, resulting in StARS being unable to accept all candidates. Last year alone, the Adult Education Programme served 2,543 students from a variety of countries: Syria, Sudan, South Sudan, Ethiopia, Iraq, Somalia, Eritrea, Chad.

The increasing demand for courses goes hand in hand with a need for special learning resources and more teachers. With more efforts now being put into offering training sessions for the staff, StARS has been consistently focusing on offering high-quality education.

As education is an ongoing process, the results do not always come fast. The difficult emotional state present in many refugees can also be a challenge. Yet the work of

StARS has already brought about qualitative change in refugees' lives and the feedback has been overwhelmingly positive.



## PROJECT FACTS

### PROJECT COORDINATOR

~ Saint Andrew's Refugee Services,  
Cairo, Egypt

~ Contact: Reimaz Salim:  
rsalim@stars-egypt.org

### RESOURCES

~ Project website: <http://stars-egypt.org/>  
~ Facebook page: <https://www.facebook.com/standrewsrefugeeservices/>



# CIVIC SKILLS VIA MEDIA EDUCATION IN PALESTINE

## PROMOTING MEDIA SKILLS AND PROFESSIONALISM AMONG PALESTINIAN JOURNALISTS

The media literacy project lead by the Finnish Lifelong Learning Foundation strengthens the professionalism of local journalists and other media workers and increases their understanding of media practices and media literacy skills. The project provides Palestinian journalists, NGO workers and public sector employees means to produce and critically evaluate information about events in the region.

The backdrop to the project is the decades' long Israeli Palestinian conflict and Israeli occupation which causes isolation of the

Palestinian journalists; a fact that makes their work in the region challenging. Besides the daily restrictions for freedom of movement, the Israeli lobbying and the lack of tradition in responsible and reliable media affect their abilities to get their voice heard outside of the region. At the same time the Palestinian media sector is developing rapidly and the use of social media increases quickly.

The media literacy project tackles these challenges with two methods.





The workshops, held by Finnish volunteering journalists and media professionals, focus on media skills and journalism ethics in practice and in theory. At the core of the trainings is to teach the local participants to be able to differentiate reliable and credible sources from rumors and propaganda.

The project has also created an open-access Media Guide platform and a correspondent printable PDF guide book that is published in English and Arabic. The Media Guide is the first ever published media literacy guide for adults, that has been produced in English and in Arabic.

The Media Guide extends the impact of the project beyond the Palestinian population – of which a significant number are refugees themselves – to for example the refugees coming to Europe from the Arab speaking areas. The easy-access media literacy guide works as a tool to critically evaluate the reliability and ethicality of the visual and textual contents that they encounter in traditional and social media.

## PROJECT FACTS

### PROJECT COORDINATOR

🌊 The Finnish Lifelong Learning Foundation (KVS)

🌊 Contact: Karoliina Knuuti,  
karoliina.knuuti@kvs.fi

### PROJECT PARTNERS

🌊 Media Development Center (MDC),  
University of Birzeit

🌊 University of Tampere

### RESOURCES

🌊 Website: <http://mediaguide.fi/>

🌊 Media Guide (PDF):  
<http://bit.ly/2c7H2n4>





# 3 / EUROPEAN CATEGORY

WINNER: TLC PACK



# WINNER: TLC PACK

## SUPPORTING THE LEARNING OF MIGRANT CAREGIVERS IN EUROPE

TLC Pack tackles demographic change, language problems and immigration by targeting a specific group: migrant caregivers in Europe, who represent a high number of migrant workers. Indeed, the main objective of this initiative is to address an acute and current issue in Europe: the aging of our societies goes hand in hand with a need for migrant caregivers, who sometimes lack the appropriate skills.

In order to respond to migrants' language needs, the first tool developed by the project consortium is an online multilingual learning platform. It includes six units on topics that are particularly important in the caregiving sector, such as nutrition, medication and post-hospital care. Each of the units includes videos, exercises, vocabulary, grammar and a self-assessment test.

Each partner country then created a practical tool to develop migrants' intercultural competences in order to understand the host countries' laws and culture. Cultural sensitivity is key in a profession that relies very heavily on interpersonal relations. As caregiver's tasks are related to aging, illness, hygiene, daily living, activities inside and outside of the home, it crosses many cultural conventions, sometimes challeng-

*Through our project the person working in the health care sector, especially with migration background, can improve the linguistic skills and be aware of intercultural differences.*  
Aleksandra Sikorska,  
VHS Cham



ing the beliefs and attitudes held by the migrant.

Finally, TLC Pack's objective was not only to create the materials, but also to oversee their implementation.



Therefore, as well as being available on the learning platform for self-study, the materials have been included in curricula of certain adult education institutions in Europe. Thus, the outcomes continue to be used beyond the project lifetime.

## PROJECT FACTS

### PROJECT COORDINATOR

- ≈ VHS Cham, Germany
- ≈ Contact: Aleksandra Sikorska, [asikorska@vhs-cham.de](mailto:asikorska@vhs-cham.de)

### PROJECT PARTNERS

- ≈ ASEV (Agenziaperlo Sviluppo Empolese Valdelsa), Italy, [www.asev.it](http://www.asev.it)
- ≈ IDEC (AINTEK A.E.), Greece, [www.idec.gr](http://www.idec.gr)
- ≈ IFI (Instituto de Formación Integral, (S.L.U.), Spain
- ≈ LEAP (Language Education & Partnerships Ltd), UK, [www.leaponline.eu](http://www.leaponline.eu)
- ≈ Linguapolis (University of Antwerp), Belgium, [www.linguapolis.eu](http://www.linguapolis.eu)

### RESOURCES

- ≈ Project website: <http://bit.ly/2d1jSTh>
- ≈ Multilingual platform: <http://bit.ly/2cjpC5h>

# LANGUAGE IN MEDIA (LIME)

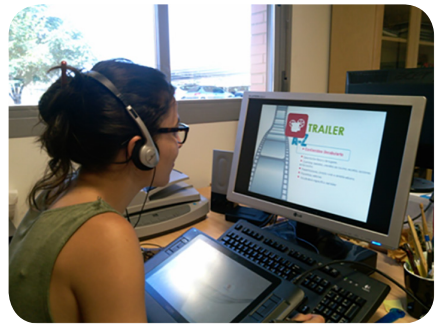
## UNDERSTANDING LANGUAGE IN CONTEXT

When moving to a new country, migrants are immediately exposed to the local language, which can be as overwhelming as it is instructive. The Language in Media (LiMe) project, coordinated by the Volkshochschule im Landkreis Cham and supported by the EU Lifelong Learning Programme, identified strategies to help migrant learners understand the language in context, drawing materials from contemporary media.

The project consortium, which included partners from Italy, Spain, Poland and the UK, analysed existing language provision for migrants and patterns of using media in language teaching. Both groups, language teachers and migrants took part in the structured interviews and internal meetings to help identify existing gaps and test the new materials.



The main approach in the project was to emphasize the understanding of the language in the context and how modern media elements can help learners develop cultural awareness and understanding. Thanks to the creation of a virtual learning platform, both learners and teachers can now access exercises and tools from the media, which include examples taken from film trailers, soap operas and social networks, to mention but a few. The resources are available on three different CEFR levels, namely A2, B1 and B2, making them easy to use also in a classroom.



The LiMe project consortium also organised a number of pilot workshops for language teachers and migrant learners. The teachers can additionally use a training package on effective use of media in teaching.



## PROJECT FACTS

### PROJECT COORDINATOR

🌀 Volkshochschule im Landkreis Cham e.V., Germany

🌀 Contact: Aleksandra Sikorska, asikorska@vhs-cham.de

### PROJECT PARTNERS

🌀 Agenzia per lo Sviluppo Empolese Valdelsa ASEV

🌀 Uniwersytet Łódzki

🌀 Language Education And Partnerships Ltd

🌀 The University of Wolverhampton

🌀 Universidad de Extremadura

### RESOURCES

🌀 Website:

<http://lms.languages-in-media.eu/>



# L-PACK 2

## CITIZENSHIP LANGUAGE PACK FOR MIGRANTS IN EUROPE

L-Pack 2, funded within the Lifelong Learning Programme and coordinated by Em-polese Valdelsa Development Agency in Italy, builds on a previous project and offers a “Citizenship language pack for migrants in Europe” to make it easier for migrants to communicate in everyday situations.

The main aim of the project L-Pack 2 is to expand further what has been accomplished with the project L-Pack 1 in order to help migrants and refugees coming from non-European countries to cope with their new life situation in the field of language and cultural competences.

The L-Pack 1 course consisted of 60 short

videos with dialogues related to everyday life and focused on settling in the new country, entering the local/national labour market and communicating in the workplace. The follow-up project improves the existing material by creating two new linguistic versions of L-Pack: English and French. Additionally, the consortium enhanced 30 videos in 7 linguistic versions by adding subtitles, introductions, images and exercises. Another new tool is a plug-in that allows learners to record and play back their own voices.

The consortium reports that between January 2014 and April 2016 the new L-Pack videos were visualized on YouTube 680,000



times in 194 countries of the world. Also available on the project website is a forum, where learners can post a message if they need help or advice.

## PROJECT FACTS

### PROJECT COORDINATOR

🌀 Empolese Valdelsa Development Agency, Italy  
🌀 Contact: Ecaterina Constantinova, e.constantinova@asev.it

🌀 Silesian University in Opava (SUO), Poland  
🌀 Translex (t/a The Language Institute), Ireland  
🌀 ADPI – Association pour le Développement et la Pédagogie de l'Individualisation, France

### PROJECT PARTNERS

🌀 Public Institution College of Social Sciences (CSS), Lithuania  
🌀 Volkshochschule im Landkreis Cham e.V., Germany  
🌀 Instituto de Formación Integral, S.L.U. (IFI), Spain  
🌀 University for Foreigners of Siena (UNISTRASI), Italy  
🌀 AINTEK A.E. (IDEC), Greece

### RESOURCES

🌀 Project website: <http://www.l-pack.eu/>  
🌀 YouTube channel: <http://bit.ly/2d4TKCS>



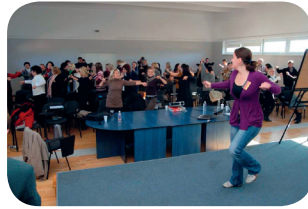
# ART: A BASIC HUMAN NEED – NEURODIDACTIC ANSWERS TO INCREASING SOCIAL CHALLENGES

## NEUROSCIENCE ENABLING LEARNING

The project “Art: a basic human need; neurodidactic answers to increasing social challenges“ uses neuroscientific research information to improve learning.

The project stems from the partners’ concerns regarding the integration of underprivileged society groups, such as families with poor educational background, immigrants, and people with special educational needs or without qualification. As a way to support the learning of these groups, the project promotes arts, such as music pedagogy and drama. The project uses neuroscientific information and neuro-didactic methods and translates the information to easily-understandable format in order to contribute to the learning methods used.

As a project result, the Manual for Brain Users was created to present learning processes in the light of neuroscientific research. It offers the neuroscientific information about successful learning in an engaging way, such as with film clips and easily-read texts. Other activities included television talk shows on science-based learning methodologies, public performances and tour talks.



## PROJECT FACTS

### PROJECT COORDINATOR

- ≈ Music-Union
- ≈ Contact: Sigune-Maria Lorenz, info@didactic-pilot.eu

### PROJECT PARTNERS

- ≈ Tübingen: Music-Union
- ≈ Stuttgart: Linguistic Services
- ≈ Ortenau: Cooperating partner
- ≈ London: Russian School
- ≈ Straßburg: social work
- ≈ Eurodistrict
- ≈ Nevarenai: Mittelschule
- ≈ Prag: Beschützende Werkstatt
- ≈ Ankara: Parents' Association

## RESOURCES

- ≈ Website: [www.didactic-pilot.eu/en](http://www.didactic-pilot.eu/en)



# VOICES IN PICTURES

## A UNIQUE WAY OF TEACHING MIGRANTS

Voices in Pictures was a project which included partners from France, Germany, Latvia, Poland, Spain and the UK. Believing that pictures can be equally informative and communicative as a written language, the project consortium developed visual materials to support foreign language learning.

The resources are available for free and can be used in any European language. Cultural sensitivity was of high importance in choosing the pictures which take into account sensitivities arising from cultural differences.

The topics depicted in this plurilinguistic project provided a genuine chance to reach learners of any education level, even those

who are illiterate. The impact was greater than expected: with the number of refugees swiftly rising, the project offered a timely response to an urgent problem.

As many aid agencies, volunteers and regular schools needed adequate resources to teach the country language, the VIP consortium was able to largely support very different educational initiatives with the project materials. Such a wide outreach was one of the reasons why the project has already garnered praise: VIP has been selected as a “best practice project” by the German National Agency and a “star project” on the European Shared Treasures platform.



# PROJECT FACTS

## PROJECT COORDINATOR

- 🌊 Volkshochschule Olching e.V., Germany
- 🌊 Contact: Hélène Sajons-Gilman, helene.sajons@gmx.de

## PROJECT PARTNERS

- 🌊 Greta du Velay, France
- 🌊 Kusa Elementary School, Latvia
- 🌊 Deinde, Poland
- 🌊 Escuela Oficial de Idiomas of Gijón, Spain
- 🌊 WE Bridge International, United Kingdom

## RESOURCES

- 🌊 Website: <http://voicesinpictures.eu/index.html>
- 🌊 Pictures databank: <http://voicesinpictures.eu/vippicturesdatabank.html>



# 4 / NATIONAL CATEGORY

WINNER: FROM DESTRUCTION TO CREATION




# WINNER: FROM DESTRUCTION TO CREATION

## CIVIC INITIATIVES TO INTEGRATE INTERNALLY DISPLACED PERSONS IN UKRAINE

Since the war started two years ago, Ukraine has had to face a problem rarely discussed in international media, that of internally displaced persons (IDPs) and their struggle to integrate in new communities.

The idea of the project *From Destruction to Creation. Ways of Reconciliation in the Ukrainian Society*, run by the Integration and Development Center for Information and Research in Ukraine (IDCIR) in cooperation with DVV International Ukraine, was to respond to this issue by transforming a growing conflict potential into mutual trust and opportunities for open dialogue.

In order to facilitate the integration of IDPs in their new towns and cities, the project disbursed grants for sixteen local initiatives in eleven regions in Ukraine. The activities of the project are participatory civic initiatives, so for example trainings and flash mobs on hate speech, a street quest and an art exhibition in an air-raid shelter. The events were so successful that they were continued in other Ukrainian cities and towns, an outcome which was not initially planned.



*All change in Ukraine starts with the community. This is why it was so important for us to engage local residents.*

Yulia Goldnikova, IDCIR

The project also created a network of like-minded organisations who interacted together while organising art festivals, biographical cafes, conflict prevention sessions or movie screenings. With representatives of NGOs, libraries, museums, galleries, as well as teachers, students and public servants coming together, the project opened doors for future initiatives and offered further opportunities for cooperation.

The third stage of the project anticipates opening new adult education centers. By expanding the network and creating a fresh space for debate, the project can continue to show that adult education can help remove intercultural misunderstandings and prevent conflicts.



## PROJECT FACTS

### PROJECT COORDINATOR

Integration and Development Center  
for Information and Research in Ukraine  
(IDCIR)

Contact: Yuliya Golodnikova,  
integrationcenter97@gmail.com

### PROJECT PARTNERS

DVV International Ukraine

### RESOURCES

Project website:  
<http://www.integration.org.ua/>  
Handbook about the project:  
<http://bit.ly/2cFQFOs>



# BILDUNGSTREFF OBERES MURTAL INITIATIVE

## ACTIVITIES BRINGING LEARNERS TOGETHER

Bildungstreff Oberes Murtal launched an initiative that facilitates the flow of information about learning opportunities in the Austrian region of Styria. By making the support more personalised, the organisation assures that the services match actual needs of migrants and refugees.

Thanks to a contact point now firmly established, migrants can receive updated

information about different services they can use. They can also participate in “education breakfasts”, which are an informal way of exchanging advice about education and comparing each other’s experiences. The organisation also provides educational counselling services, with around 450 beneficiaries in 2015.





Bildungstreff Oberes Murtal also highlights the importance of language learning and intercultural dialogue. As well as running a German conversation platform, the organisation celebrates the Day of Languages on the 26th of September, aiming to demonstrate appreciation for all languages.

The organisation is now working on transferring its successful practices to other interested institutions and on involving other stakeholders. To this end, Bildungstreff Oberes Murtal is planning a symposium on migration and adult education as well as on migration and education in the countryside.

## PROJECT FACTS

### PROJECT COORDINATOR

≈ Bildungstreff Oberes Murtal  
≈ Contact: Irina Ehgartner,  
[irina.ehgartner@eb-stmk.at](mailto:irina.ehgartner@eb-stmk.at)

### RESOURCES

≈ Website:  
<http://www.bildungstreff.at/>

# COLLEGE FOR QUALIFIED REFUGEES

## HELPING REFUGEES TO CONTINUE THEIR EDUCATION

College for qualified refugees is a Grundtvig project implemented by Ada-und-Theodor-Lessing Volkshochschule in Hannover. It reaches out to refugees who think that their university studies or vocational training are limited to their home countries and helps them achieve their ambitions in Germany. The objective is continuing the education in order to improve the chances of future employment.

To make sure that young refugees can successfully continue learning after settling in Germany, the project offers free and intensive language classes and prepares for the official exam in German language proficiency. Participants also receive assistance in making an informed choice about their future studies and in applying for university or vocational training.

By widely promoting the project through social workers in refugee accommodation, in consultation offices for migrants, at university and online, the organisation opened up to a number of refugees in Hannover. The organisation also worked on making the learning as appealing to young people as possible by introducing modern technologies.

## PROJECT FACTS

### PROJECT COORDINATOR

~ Ada-und-Theodor-Lessing Volkshochschule, Hannover, Germany

~ Contact: Natalia Beckmann, natalia.beckmann@hannover-stadt.de

## RESOURCES

~ Website: <http://bit.ly/2cAetxC>





# DANISH FOLK HIGH SCHOOLS

## A HOLISTIC APPROACH TO EDUCATION

The Association of Danish Folk High Schools (FFD) shows that folk high schools frequently offer the safest environment for learning, one that provides guidance on education and employment. The extensive network of FFD is a constant source of positive examples and a reminder that effective integration of refugees requires the involvement of different stakeholders.

To make sure that each refugee receives continuous support and personalised guidance, FFD provides funding for a mentoring programme. The mentor looks after students between 17 and 25 years of age and oversees their contacts with a social worker. FFD also provides assistance in establishing collaborations with municipalities, local authorities and humanitarian organisations. Such collaborations have already proved to be fruitful: the mandatory three-year integration programme often leads refugees to folk high schools.

Alongside the personalised approach to learning and the wide network of collaborators, FFD lists one more success factor. As young refugees live at the premises of the school, their housemates include Danish students. Such living arrangements offer not

only a constant exposure to the Danish language, but also an opportunity to befriend more people and create a social network. While no organisation holds the ultimate recipe for successful integration of refugees, the example of FFD shows how certain aspects have a decisive factor over the learner's wellbeing and comfort.

## PROJECT FACTS

### PROJECT COORDINATOR

~ The Association of Danish Folk High Schools

~ Contact: Jakob Hvenegaard,  
jha@ffd.dk

### RESOURCES

~ Website: <http://bit.ly/2cGfd6v>



# EDUCATION AND SUPPORTED HOUSING PROGRAMME FOR UNACCOMPANIED REFUGEE MINORS

## FOLK HIGH SCHOOLS IN FINLAND FOSTER INTEGRATION OF YOUNG REFUGEES

*The Education and Supported Housing Programme for Unaccompanied Refugee Minors* is an initiative run by the Finnish Folk High School Association that offers support to young refugees.

More than 20 folk high schools, which are also boarding schools, opened their doors to over 500 young refugees. With pedagogy based on dialogue and homelike housing arrangements, folk high schools proved to be a safe and hospitable environment for refugees. It is also a place where young people can get continuing professional support, with some staffing available 24 hours.

Folk high schools help refugees achieve

complete yet secure immersion in the Finnish culture. Living with Finnish students provides them with a valuable opportunity to not only learn the language, but also meet new people and open up socially. By encouraging students to organise chores and free time activities together, folk high schools foster collaboration and ultimately integration. They also strive to involve local stakeholders in the process, thus strengthening the whole community multiculturally.

The mid-term evaluation carried out by the Finnish Immigration Service has been overwhelmingly positive. The refugee mi-

**KANSANOPISTOYHDISTYS**  
**FOLKHÖGSKOLFÖRENINGEN**



# INKLUDERA MERA

## SWEDISH FOLK HIGH SCHOOLS LEARN INCLUSIVE INTEGRATION

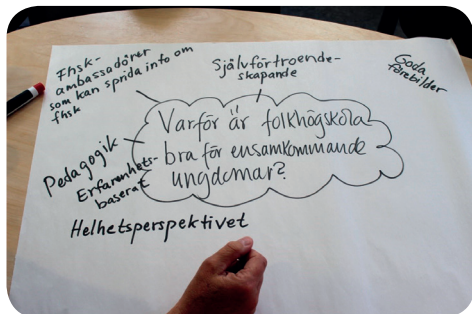
Including asylum seekers in an open dialogue with the local community is necessary for their successful integration. Thanks to the participation of over 30 folk high schools and 40 NGOs, *Inkludera mera* (Include more) project implemented activities across the country.

The activities included open seminars, manifestations, street parties and sports events, as well as mentorship programmes and language cafés for asylum seekers. The overarching purpose was to increase the sense of community between refugees and local residents. To ensure a wide outreach and sustainable cooperation, FOLAC encouraged folk high schools to involve local authorities and NGOs. The common effort paid off: FOLAC estimates that in 2015, during the second year, the project reached around 12,000 people and involved 5,000 learners.

The importance of sharing good practices was stressed throughout the project. The participating schools organised visits to learn from each other's experiences; two national conferences were also held to a similar end.

Thanks to the knowledge and skills gained, FOLAC prepared a booklet of 66 good

practices, now available online. It can be used as a source of information and inspiration for other like-minded organisations, with the activities easily transferable elsewhere. Also available are two video interviews with the assistant manager of an anti-racist organisation, EXPO, that participated in the project, as well as with a folk high school participant.



# PROJECT FACTS

## PROJECT COORDINATOR

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🌊 Contact:

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ingegerd.akselsson.le.douaron@  
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## RESOURCES

🌊 Project website:

<http://www.inkluderaamera.se/>

🌊 FOLAC website: <http://bit.ly/2d7kCSQ>



# INTERCULTURAL PILOTS

## INTERCULTURAL PILOTS IN GERMANY GIVE A HAND TO MIGRANTS

As newly arrived migrants in Germany rarely speak the language and often struggle with adjusting to a different society, the Auslands-gesellschaft Intercultural Academy and five Rotary Clubs of Dortmund launched a programme to give them support. Intercultural pilots are supposed to provide relevant information to migrants during their first weeks in Germany.

To make sure that the pilots are easily approachable, Intercultural Academy recruits only those who speak migrants' native languages. Migrants receive practical information around the topics of kindergarten, school, institutions, health care, social care. Furthermore, the pilots provide support in finding employment, in child care, in matters of registration and accommodation. They help manage the daily life and inform about social norms and customs.

To effectively use the existing institutions if needed and to facilitate the transfer of knowledge to migrants, the pilots themselves need to be well informed about the city's structures. This is why the trainings that pilots initially undertake include practical topics of particular relevance to

migrants. Future pilots are also trained on conflict management, which facilitates their work in conditions that are often emotionally difficult.



## PROJECT FACTS

### PROJECT COORDINATOR

- ~ The Auslands-gesellschaft Intercultural Academy, Dortmund, Germany
- ~ Martina Plum,  
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### PROJECT PARTNERS

- ~ Rotary Clubs of Dortmund

### RESOURCES

- ~ Website: <http://bit.ly/2cYmeRz>



# JOB & TRAINING: INSTRUMENT OF INTEGRATION

## A TRAINING PROGRAMME FOR REFUGEES IN SICILY OPENS UP OPPORTUNITIES

Born out of a need for new and inclusive labour policies, *Job & Training: Instrument of Integration* was a project implemented by NGO Co.P.E. – Cooperazione Paesi Emergenti and funded by the Sicilian Regional Authority through the European Social Fund. The two-year project not only helped refugees gain specific professional skills, but also involved a number of indirect beneficiaries, such as local administration, social services and targeted businesses.

Co. P.E. divided the project into five macro phases. First, thorough research was needed to analyse the employment situation of refugees in Sicily. The next step involved linguistic and professional trainings, the latter in the field of agriculture and catering. Each of the professional training programmes lasted 220 hours and related to the preparation of regional dishes and production and packaging of agricultural products, respectively.

While the trainings continued, refugees were provided with a career orientation, one that would respond to their interests



and skills, for example explaining how to open a mini-enterprise. To make sure all participants are able to attend the classes regularly, Co.P.E. also organized a day care for their children if necessary. The fourth stage of the project saw the participants do internships at agricultural farms, a catering enterprise or a restaurant.

Co. P.E. considers dissemination of the results to be the fifth stage of the project. After the internship, 25 % of participants received a permanent job; 30 % started collaborating with the hosting organisation on an occasional basis. The remaining group found work in third companies or opened up a business, either in Italy or in their home country.



## PROJECT FACTS

### PROJECT COORDINATOR

🌀 Co.P.E. - Cooperazione Paesi Emergenti, Italy

🌀 Contact: Carmela D'Agostino,  
eas@cope.it

### RESOURCES

🌀 Website: <http://cope.it/en/>



# KALUNBA SOCIAL SERVICES

## A FRIENDLY ATMOSPHERE FOR LEARNING IN HUNGARY

Kalunba Social Services implement a number of projects to support refugees in building a new life in Hungary. The organisation offers various forms of learning: vocational trainings with internships, non-formal cultural learning experiences and counselling sessions with social workers, mentors and peer supporters.

While the offer is wide, Hungarian classes are considered to be of crucial importance for refugees. With a license from the Hungarian Adult Education Office, Kalunba gives refugees the opportunity to learn the language and ultimately receive a certificate. This is particularly important since adults recognised as refugees have no official opportunity to learn the Hungarian language.

Being aware of the difficulties in teaching learners who do not know the Latin alphabet or who are illiterate also in their mother tongue, Kalunba started developing special teaching materials. The centre is also running a project that aims to create a tool to help diagnose and manage the therapy of students with learning difficulties.

Kalunba prioritises a peaceful atmosphere and a personalised approach to learners,

putting it into practice in a number of ways: by running small groups, with up to five students, by providing childcare for those mothers with children, who want to learn and by involving volunteer mentors and peer-to-peer helpers as well as local schools, family support centers and municipalities.

## PROJECT FACTS

### PROJECT COORDINATOR

- ≈ Kalunba Social Services, Hungary
- ≈ Contact: Dóra Kanizsai-Nagy, dorakanizsai@gmail.com

### RESOURCES

- ≈ Website: <http://kalunba.org/>



# KATHOLISCHES BILDUNGSWERK VORARLBERG

## PARENT-CHILD GROUPS SUPPORT REFUGEES IN AUSTRIA

Recognising the fears and insecurities that many refugee families face, Katholisches Bildungswerk Vorarlberg in Austria started a project about parent education. With workshops on conflict resolution strategies and educational methods, the organisation aims to offer guidance and support.

First meetings took place in refugee reception centres in 2014. Initially, four workshops were offered at the refugee reception centre Gaisbühel. In addition, a parent-child group for parents with young children was formed, where families had the opportunity to regularly meet and learn to deal with day-to-day issues. Since autumn 2014, a second parent-child group with mainly Russian-speaking families is organising meetings in the Feldkirch region.

Regular meetings still continue and often include workshops for parents, together with activities for children at the same time. As the organisation explains, regular meetings and workshops are not only a way to learn more about children's needs, but also the opportunity to meet other families and already form a network. Similarly, children

can develop their knowledge of German through informal learning and also get to know their peers.

## PROJECT FACTS

### PROJECT COORDINATOR

🌀 Katholisches Bildungswerk Vorarlberg, Austria

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### RESOURCES

🌀 Website: <http://bit.ly/2cQnRic>



# LAI-MOMO

## ASYLUM SEEKERS INVOLVED IN COMMUNITY LIFE FROM DAY ONE

Lai-momo soc. coop, a cooperative working in the Italian region of Emilia-Romagna, has a unique approach to the education of refugees.

In the reception facility of Bologna and its province, the organisation holds Italian language classes of different levels and targeted to more than 140 asylum seekers and refugees to date. With the exception of taking a traditional approach covering the Italian grammar, trainers use simulation and role play methodologies, where topics such as the labour market, education, health, Italian regulations and political system are also taught. Moreover, short study visits are organised in order to discover the hosting territory, its different cultural places, leisure spaces and nature.



In the district of Poretta Terme some asylum seekers coming from Western Africa, Pakistan and Bangladesh, are involved in a broadcast of the web radio “Radio Frequenza Appennino”. The broadcast is titled “Folilà” and asylum seekers are invited to share music from their countries and introduce their choices. Some have the opportunity to learn how to manage the direction of the show and thus support the young volunteers working in the radio.

Meanwhile in Mazzolara di Budrio, 18 asylum seekers develop a synergistic vegetable garden in the reception facility they live in, with the support of a number of volunteers of the association Eco, based in Prunaro di Budrio. In yet another reception facility managed by Lai-momo, 5 asylum seekers participated in a fashion show organised by Pitti Immagine and ITC Ethical Fashion Imagine in the framework of the project “Generation Africa” wearing the creations of young African designers.

Other initiatives to be mentioned, include refugees being invited to contribute to the local community as photographers, teachers and tailors. Lai-momo explains that the project activities are always based around

the core initiatives organised by the partners, but then are combined with the wishes, competences and the availability of the asylum seekers.

## PROJECT FACTS

### PROJECT COORDINATOR

~ Lai-momo soc. coop, Sasso Marconi, Italy

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### RESOURCES

~ Website: <http://bit.ly/2dfNM2o>



# LITHUANIA: A COUNTRY OF POSSIBILITIES FOR REFUGEES

## A MODULAR TRAINING FOCUSES ON SELF-REFLECTION

To fight against social exclusion and to help refugees find gainful employment, the Kaunas Refugee Reception Centre launched an initiative entitled *Lithuania – a country of possibilities for refugees*. Sponsored by the European Refugee Fund and implemented by Karalius Mindaugas Vocational Training Centre, the programme targeted refugee women between 30 and 45 who had already been granted asylum.

Trainings lasted 22 weeks or 880 hours and focused on improving professional competences in the cosmetic industry. They were organised in a flexible manner, taking into account the competences and needs of students. Ultimately the trainings earned the participants qualification degrees recognised in Lithuania.

The essence of this programme is a Pedagogical Paradigm, which is made up of dif-

ferent stages: experience, reflection, action and self-evaluation. Consistent use of this method in the entire learning process enables to secure quality education for refugees, promotes their autonomy and fosters a holistic view of learning.

## PROJECT FACTS

### PROJECT COORDINATOR

≈ The Karalius Mindaugas Vocational Training Centre. Lithuania

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## RESOURCES

≈ Website: <http://www.kaupa.lt/en>



# OFFENSIVE OF TRAINING

## VOLUNTEERS TRAINED TO WORK WITH REFUGEES IN LOWER SAXONY

Recognizing the need of newly-arrived refugees for support in everyday situations and their difficult emotional state, Agentur für Erwachsenen- und Weiterbildung (AEWB) launched special training programmes for language assistants and their trainers. The project, entitled *Offensive of Training*, is implemented with the financial support of the Ministry of Lower Saxony for Science and Culture.

The activities in the project are twofold, first training the trainers and then the volunteers. The first stage is comprised of two free qualification periods, when 40 participants are qualified to train volunteers about “first orientation and language assistance for refugees.” During the second stage, almost 200 training sessions take place in different adult education centres across the region.

The trainings prepare the volunteers for the work with refugees, putting emphasis on cultural differences and the specifics of working with learners who have experienced trauma. AEWB also trains the volunteers to establish and respect their personal limits, to make sure they can offer long-term support and to avoid the emotional strain from taking its toll. This aspect of the

project proved to be particularly difficult. Thanks to the region-wide scope of the project, the organization can effectively train almost 3000 volunteers. As calculated by AEWB, this can assure language assistance for about 43.000 refugees, assuming that every volunteer provides assistance for around 15 refugees.

## PROJECT FACTS

### PROJECT COORDINATOR

- Agentur für Erwachsenen- und Weiterbildung, Germany
- Contact: Dr Henning Marquardt, [marquardt@aewb-nds.de](mailto:marquardt@aewb-nds.de)

## RESOURCES

- Website: <http://www.aewb-nds.de>





# OPEN DOOR

## AN ISRAELI PROJECT SUPPORTS INTERCULTURAL DIALOGUE

The Open Door project, implemented by the Israel Adult Education Association, prepares immigrants for employment while promoting language acquisition. The organisation reached out to both new immigrants and those who had already been living in Israel for some time, but their lack of language skills prevented them from integrating into the society and finding a job.

Language classes go hand in hand with trainings on topics such as employee rights or job search. The target group includes immigrants who were unable to learn Hebrew after they moved to Israel, coming mainly from Ethiopia, but also a number of other countries.

Before launching the programme, the organisation conducted thorough research on similar initiatives in Germany, Canada and the US, and collected data about the skills and experiences of Ethiopian immigrants in Israel.

The research results highlighted the importance of conducting classes in a culturally sensitive way. Working with learners also proved that migrants should be invited to add the new culture and values to the ones they already have instead of leaving behind their previous experiences.

## PROJECT FACTS

### PROJECT COORDINATOR

- 🌊 The Israel Adult Education Association, Israel
- 🌊 Contact: Dalia Brugana

### RESOURCES

- 🌊 Website:  
<http://www.adultlearning.org.il/>





# PEDAGOGICAL KITS

## REACHING OUT TO MIGRANTS WHO STRUGGLE WITH READING

With a comprehensive and easy to use set of training materials, Lire et Ecrire reaches out to migrants who are illiterate or struggle with reading and writing. The kits provide structured approaches and include materials for trainers working with migrants who are not fully literate.

The kits are organised around seven different topics that are of particular importance to newly arrived migrants: Living together, Housing, Health, Education, Employment and social security, Everyday life, Residency statuses, Institutions. With such a comprehensive scope, the kits can also adequately address an audience of Belgian origin, as well as young people in training or even be used as part of a reflection on society.

In accordance with the foundations of life-long learning, the approaches presented are intended to encourage or develop the capacity for critical analysis and ultimately active participation in our society in all its aspects. The pedagogical choices that underlie them are based on the principles of intercultural education and the self-construction of knowledge.

Lire et Ecrire printed each of the 8 kits in 500 copies, and has already ran out of 5 kits,

now available online. With more than 500 people already trained by Lire et Ecrire to use the materials, there are more training sessions planned.

## PROJECT FACTS

### PROJECT COORDINATOR

- 🌊 Lire et Ecrire, Belgium
- 🌊 Contact: Antoine Daratos, antoine.daratos@lire-et-ecrire.be

### RESOURCES

- 🌊 Website: <http://bit.ly/2cC6i43>



# PERSPEKTIVEN.SAARLAND

## CIVIC, LANGUAGE AND DIGITAL EDUCATION COME TOGETHER IN GERMANY

With its Perspektiven.Saarland, VHS Saarlandes aims to make a contribution of adult education to the effective integration of migrants. Pursuing two objectives, the programme combines civic education of the receiving society with a social and language education of migrants. The aims are achieved through the use of engaging and creative tools, with support of the Google.org foundation.

To broaden the understanding of refugees and their learning experiences among the general public, VHS Saarlandes launched a video blog. The blog presents experiences and stories of refugees who are striving for learning and orientation. By giving voice to the refugees themselves, the organisation attempts to deconstruct existing stereotypes and prompt reflection on the part of the viewers.

The initiative also includes learning cafés across the federal state of Saarland, which

facilitate access to e-learning for refugees who are still waiting for openings in integration courses. With 500 Chromebook laptops provided by the Google.org foundation, participants have an opportunity to use the online learning platform and other e-learning tools. Where the learners need help in using the laptops or the platform, they can be assisted by volunteer teaching guides present in learning cafés.

## PROJECT FACTS

### PROJECT COORDINATOR

- 🌊 VHS Saarlandes, Germany
- 🌊 Contact: Karsten Schneider, [karsten.schneider@vhs-saar.de](mailto:karsten.schneider@vhs-saar.de)

### RESOURCES

- 🌊 Project website: <http://bit.ly/2cITrm4>
- 🌊 Learning platform: <http://bit.ly/2d7y7ln>
- 🌊 Organisation website: [www.vhs-saar.de](http://www.vhs-saar.de)



# RECOGNIZING COMPETENCES – REVEALING POTENTIALS

## LANGUAGE CLASSES TEACH ABOUT JOB APPLICATIONS

The project *Recognizing competences – revealing potentials* is part of a bigger programme *Integration through qualification* run by Thüringer Volkshochschulverband e.V in Germany. Its overarching aim is to help migrants increase their employability opportunities and find out more about the job market in Germany.

During a language class, participants can create videos to be later used during a job application. The classes are taught by a language teacher and a video expert, who are ready to support learners at every step of the way.

The creation of the videos as part of a language class motivates the learners to better connect with the German language, culture and professional conventions as well as discover their own skills and qualities. This way, the project strengthens not only the participants' competences, but also their self-confidence.

The concept of the class can be replicated elsewhere in Germany, as the project team also developed handouts on German job market and on developing video appli-

cations, as well as guidelines for German teachers.



## PROJECT FACTS

### PROJECT COORDINATOR

☞ Thüringer Volkshochschulverband e.V,  
Germany

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### RESOURCES

☞ Website: <https://www.vhs-th.de/>

# SWEDISH FROM DAY ONE

## STUDY CIRCLES IN SWEDEN REACH OUT TO REFUGEES

In August 2015, ten study associations of the Swedish Adult Education Association (SAEA) launched Swedish from day one, which included activities on a broad scale focusing on language and social studies for asylum seekers.

The project sprung from a belief that refugees need a dignified reception in their new countries, one that goes beyond immediate humanitarian help.

Led by employees and non-profit bodies, the circles invited refugees to participate in language cafés, grammar sessions and conversational practice, but also more informal activities, such as cooking, handicraft and excursions around the local area. It was necessary to put emphasis on not only learning Swedish, but also on developing new relationships and social structures.

Supported by the Swedish government, the initiative achieved remarkable success: between August and December 2015, 73,500 asylum seekers took part in the programme. The activities continue in 2016, highlighting the role of informal learning in the integration of asylum seekers.



## PROJECT FACTS

### PROJECT COORDINATOR

- ≈ The Swedish Adult Education Association, Studieförbunden
- ≈ Contact: David Samuelsson, david@studieforbunden.se

### PROJECT PARTNERS

- ≈ The Swedish Migration Agency

### RESOURCES

- ≈ Report: <http://bit.ly/2dfW4aO>

# THE SYRIAN REFUGEES PROGRAMME IN TURKEY

## CULTURAL DIVERSITY IS KEY

As Turkey is currently hosting approximately 2.8 million refugees, the YUVA Association launched the Syrian Refugees Programme and opened community centres in Kirikhan and Nizip, two towns with a particularly high number of Syrian refugees. Through a series of non-formal learning activities, YUVA fosters intercultural dialogue and cooperation between the Turkish and Syrian population.

Considering language learning to be the basis for successful integration, YUVA provides language courses of both Turkish and English. The activities extend further and include awareness raising sessions, social and legal counselling, computer courses and vocational trainings.

Most of all, YUVA underscores the importance of intercultural learning. By employing a culturally diverse staff, of Turkish and Syrian descent, the organisation sets an example that learners themselves can follow. Wide outreach is also crucial – YUVA notes the particular difficulty of involving mothers, who often think they cannot participate because of the responsibilities at home. This is why the community centres now include early childhood care and designated spaces for children.

The initiative is proving to be increasingly popular: the number of participants in 2015 almost doubled compared to the previous year. Most importantly, neither Kirikhan nor Nizip have seen any xenophobic incidents, as opposed to other cities in Turkey.

## PROJECT FACTS

### PROJECT COORDINATOR

- ≈ YUVA Association
- ≈ Contact: Ozge Sonmez, [ozge.sonmez@yuva.org.tr](mailto:ozge.sonmez@yuva.org.tr)

## RESOURCES

- ≈ Website: [www.yuva.org.tr](http://www.yuva.org.tr)



# A TEAROOM IN FINSTERWALDE, GERMANY

## A CONTACT POINT THAT OFFERS CONSULTATION AND SUPPORT

An easy to reach contact point for persons in need – this is the underlying principle of a “tearoom” in Finsterwalde, Germany, organized by Johanniter-Unfall-Hilfe e.V. Regionalverband Südbrandenburg. An increasing number of refugees, but also recipients of social assistance and repatriates visit the tearoom looking for consultation and support.

The tearoom is a meeting point where people can discuss everyday issues over a cup of tea or lunch. Visitors get social and psychological support, receive help in dealing with authorities and attend German classes. The tearoom also has a fitness club and a second hand shop. Many other activities are also organised regularly to help newcomers better integrate in a new society: parties, concerts, dinners and excursions.

By cooperating with external partners, the organisation makes sure that the help that visitors get is thoroughly professional, whether it concerns family support sessions or employment counselling. Most importantly though, the tearoom gives newcomers a chance to build new social networks.

## PROJECT FACTS

### PROJECT COORDINATOR

≈ Johanniter-Unfall-Hilfe e.V. Regionalverband Südbrandenburg, Germany  
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## RESOURCES

≈ Website: <http://bit.ly/2cJ2JOE>





# ADULT SCHOOL OF LA VERNEDA – SANT MARTI

## READY TO WELCOME REFUGEES

The Agora Association of Adult School of la Verneda – Sant Marti embraces the principle of active pedagogy and dialogic learning, letting students speak out about their vision of the school. As the learners have expressed overwhelming support for refugees, the association is now ready to offer courses for refugees.

The association offers flexible programmes, allowing refugees to enroll at any time during the year, with no waiting list. The courses take place throughout the week and at different times of the day to make sure that everybody can participate. The focus of the available programmes is also intended to respond to refugees' needs, as the offer includes language and computer literacy classes.

The principle of open and free education represents only one line of work at the association. Others include its intercultural approach, prevention of racism and validation of skills, to name only a few. La Verneda – Sant Marti also underscores the importance of volunteering and its benefits to refugees. It points out that many refugees come to Europe highly-trained and willing to share their knowledge and the school offers them an outlet to display this knowledge and help others.

Local citizens have also expressed their interest in volunteering at the school, following the awareness-raising meetings that the association has organised in and around Barcelona. La Verneda – Sant Marti has also significantly expanded its network of collaborators and has signed formal agreements with the committees and organisations that coordinate the reception of refugees: the Spanish Commission of Help to the Refugee (CEAR) and the City Council of Barcelona.

## PROJECT FACTS

### PROJECT COORDINATOR

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### RESOURCES

- ~ Website: <http://bit.ly/2dal5YP>







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