

Community Education Across Borders

**Methods for Transcultural Learning
and Cross-border Co-operation in Adult Education**

Grundtvig Funded Learning Partnership 2008/2010



EUROPEAN SOCIAL FUND



Education and Culture DG
Lifelong Learning Programme

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1

Introduction

The learning partnership 'European Community Education Across Borders' was conceived at the Grundtvig contact seminar 'Active Citizenship Education' in Berlin /Wannsee in October 2007.

The general aim of the partnership was to enable citizens to build European communities across borders (both geographical and social). Its specific objectives were defined as:

- a. To develop new educational tools for active European citizenship
- b. To connect local community building initiatives across European inner borders and cultural division lines
- c. To support educators engaged in community building across borders
- d. To deepen understanding of European civic values, overcoming 'borders in the mind' of professionals
- e. To promote public understanding of active European citizenship

Development of the Partnership

At the contact seminar, the partnership was created by seven committed educational experts from five countries:

1. Alfred Lang, Research Society Burgenland, Austria
2. Ingrid Schwarz, Südwind Entwicklungspolitik, Austria
3. Dagmar Mixanova, Sempervivum, Czech Republic
4. Hans-Dieter Brauns, Deutsche Angestellten Akademie, Germany

5. Christina Herrmann, Nell Breuning Haus /Lernort Arbeit und Menschenwürde, Germany
6. Mary Brodie, County Sligo VEC, Ireland
7. Marten van Harten, Foundation Roodkoper, Netherlands (coordinating partner)

The partnership program submitted joint Grundtvig applications to their National agencies in February 2008. The applications were accepted in August 2008 by most National Agencies, with the exception of the Czech partner Sempervivum.

During the reporting period, the learning partnership consisted of:

1. Alfred Lang, Research Society Burgenland, Austria
2. Ingrid Schwarz, Südwind Entwicklungspolitik, Austria
3. Hans-Dieter Brauns, Deutsche Angestellten Akademie, Germany
4. Sonia Puchelski, Nell Breuning Haus, Germany
5. Mary Brodie, County Sligo VEC, Ireland
6. Marten van Harten, Foundation Roodkoper, Netherlands (coordinating partner)
7. Ernstjan Stroes, Foundation City Twinning The Hague – Warsaw (affiliated partner)

In the original proposal, Roodkoper had intended to engage committed individuals from the audience of Roodkoper journal as learners in the exchange visits. Since November 2008, the focus shifted to learners who were active in a current educational program of Stichting Den Haag and Middle – Europa; 'Training of key persons for Information and Coaching of Polish

labour migrants'. These were encouraged to take part in the Learning Partnership visits as a follow up of this training program.

Activities:

The activities scheduled in the application were adapted to the development of the partnership, also adjusting the timeframe to local circumstances. During the term of the Learning Partnership the following seven meetings were held:

1. Expert planning meeting in Amsterdam, Netherlands, 27th November 2008
2. 'Eurode' workshop in Herzogenrath, Germany, 29th-30th January 2009
3. Seminar 'Cross Border Community Education' in Sligo, Ireland, 8th-11th June 2009
4. Burgenland Workshop, Pan European Transnational Meeting in Eisenstadt, Austria, 18th – 21st August 2009
5. South Austria Methodology Workshop in Wiener Neustadt, Austria, 29th October – 1st November 2009

6. Frankfurt Enquiry visit in Frankfurt am Main, Germany, 24th – 27th March 2010
7. Final meeting and Presentations in The Hague, 10th – 13th May 2010

Publication:

This publication is a collection of all the Learning Partners Community and Adult Education programmes and education methodologies. It can be used as a resource for learners, tutors and programme co-ordinators across Europe. Also included in this publication is a list of all the participants who attended the above activities and meetings and a list of contact details for the partner organisations.

I would like to acknowledge Ms Bridie McLaughlin and Ms Paula Moen for their assistance and support in compiling this document.



Ms Mary Brodie,
Co. Sligo VEC
July 2010



EU Flag



Learning Partner Co-ordinators



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Background of the Learning Partners Organisations

Foundation Roodkoper is part of a network of private educational initiatives based in and around the cultural centre De Rode Hoed in Amsterdam. The centre was created in 1980 with an explicit reference to the Amsterdam tradition of cosmopolitanism, tolerance and social solidarity. In this spirit, Roodkoper is editing a journal for informal learning through cultural and historical education, political debate and in-depth dialogue between religions with special emphasis on war commemoration and reconciliation between Christian and Jewish communities. Roodkoper has a regular audience of 1100 readers, many of them engaged in local educational work as teachers, artists, scholars and civic activists.

The Nell-Breuning-Haus (NBH) in Herzogenrath is a modern congress and training centre dedicated to employment and labour issues which is located in the Euregio Maas-Rhine (in the borderland between Germany, Belgium and the Netherlands). The NBH focuses on lifelong learning processes in politics, the work environment and occupational skills inside social and political networks. Its services and expertise are in demand by employee organisations, enterprises, schools and social initiatives. The NBH integrates professional training courses and academic research under a single roof and continuously explores new ways of providing a mutually beneficial interdisciplinary dialogue between people at the grass roots of the economy and social scientists.

The Deutsche Angestellten-Akademie (DAA) Frankfurt/M branch institution is active in the field

of vocational training for adults. Due to the high percentage of migrants in the area's population and the Frankfurt airport as an important international traffic junction the DAA in its training activities is working mainly with migrants of all nationalities with an emphasis on Turkey, Morocco, Russia and the Balkans. Besides training in office technique, administration management, trade and commerce the DAA Frankfurt is specialised on training for security personnel working in the region's industry, transport services, administration (mostly banks) and the airport controlling incoming and outgoing freight as well as passengers and staff.

Südwind Entwicklungspolitik is situated in the border region of Austria, Hungary and Slovakia. Until now this border area has the image of a disadvantaged area, but since the year 2004 this image is slowly changing. However, many learners still have prejudices about people from the other side of the border. There are misunderstandings, intercultural conflicts and language barriers. The central question for this project is, how to promote and support cross border learning processes for life long learning.

The Burgenländische Forschungsgesellschaft (Research Society Burgenland - BFG) was founded in 1987 as a non-profit organisation in the city of Eisenstadt, the capital of the Austrian federal province of Burgenland. The BFG is an interface between science & research and adult education.

The County Sligo Vocational Educational Committee (VEC) is the Community Education provider in one of the six designated border counties within the Republic

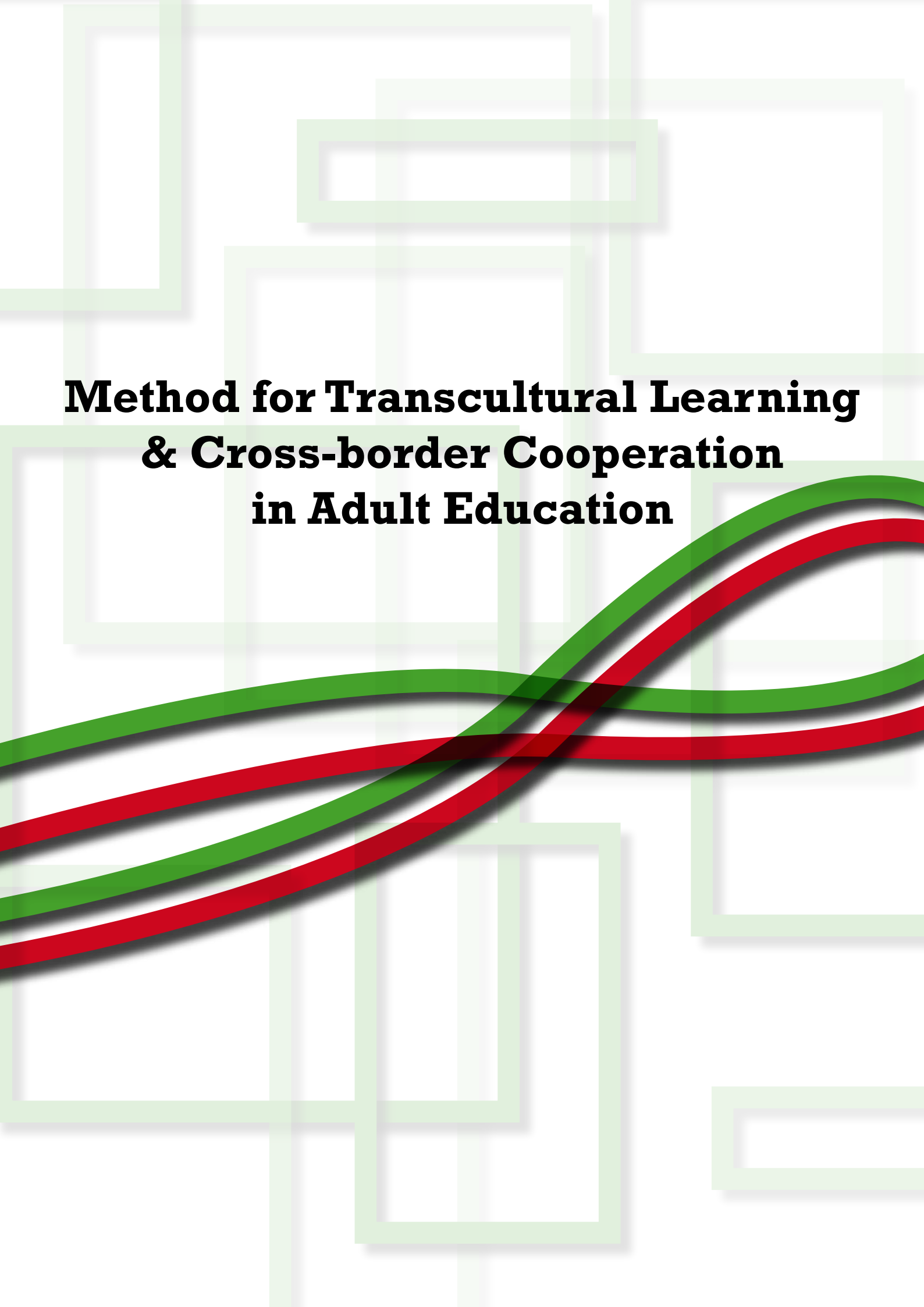
of Ireland. It has a long history of strong relationships with the counties within Northern Ireland (particularly Fermanagh).

Since the publication of the White Paper in 2000 on Adult Education entitled "Learning for Life", the Irish government actively furthers Community Education with the aim of enhancing learning, empowerment and contributing to civic society. In this approach of Community Education, the local group of participants can control what, when, where and how the learning takes place.

The Foundation for The Hague & Central-Europe is an organisation which aims to improve the integration and participation of migrants from Central-Europe in the city of The Hague in order to achieve a harmonious environment. The foundation achieves its objectives by means of practical assistance, adult education, language courses and enhancing cultural participation. It has assisted 100 people last year (2009), educated more than 800 people on living in the Netherlands and provided language courses for its first group of 75 people. The foundation provides regular advice to the City Council and the municipal administration on the integration of migrants from Central-Europe in the city.



Grundtvig Learning Partnership at the Austrian Hungarian and Slovakia Borders.

The background features a pattern of light green squares of various sizes and orientations, some overlapping. In the lower half, there are two thick, wavy lines: one red and one green, which cross each other. Both lines have a subtle black drop shadow.

Method for Transcultural Learning & Cross-border Cooperation in Adult Education

3

Nell-Breuning-Haus

Dialogue between European Trades-Unions and Churches

Description:

Two different Organisations (Church and Trade Unions) are sharing the same goal, but their working processes are not connected and no common exchanging platform is existing.

- ▶ In order to reach a higher grade of public attention and influence, they start to coordinate their working efforts concerning the common goal
- ▶ The dialogue forum process is based on information issues as well as well as personal contact
- ▶ The networking process includes the coordination of different organisations belonging to different EU-State-Members at the same time

Objectives/Goals:

- ▶ The dialogue forum is a method, trying to unit different organisations/aspects in order to reach a common goal

Target Groups:

Members of different organisations (NGOs) of the EU-State-Members

- ▶ In our example we invited national trade unions
- ▶ Representatives from european trade unions, e.g. comece and cec
- ▶ Christian worker movements
- ▶ Social initiatives

What preparations are needed:

The form of dialogforum is a three-day seminar with a mixture of input, discussions, workshops and networking processes

- ▶ Interview-sheets for every participant concerning questions which support he/she needs for the own work or the benefit which he/she wants to share with others
- ▶ Meeting Points for every EU-Member-State
- ▶ Café-connect, where two different organisations can exchange their experiences
- ▶ Interpreter and interpreter cabs, because the dialogue has to be in several languages

Reflections/Obstacles:

- ▶ Sometimes no direct dialogue is possible because of the language difficulties, although the working connection could be helpful
- ▶ Intensive, long preparation time

Sources for further informations

www.kab.de



Working Session at Nell-Breuning-Haus

Nell-Breuning-Haus

Cross-Border-Consulting

Description:

1. Step:

- ▶ Individual Speed-information-check, 30 minutes basic-knowledge, concerning tax and social-benefit-systems

2. Step:

- ▶ Invitation to the Open-Consulting-day up to 100 People (Visitors) supported by special agents
- ▶ One afternoon every month
- ▶ Personal welcoming of the people, visiting the consulting day
- ▶ Specification of the problem
- ▶ Helping hand to get into contact with present consulting person
- ▶ Start of the individual consulting process

3. Task force:

- ▶ rising experiences and problems in the consulting Process have to be discussed in the national legislative councils. Therefore it is necessary to bring the informations to these administrative councils.

Objectives/Goals:

- ▶ To ease moving from one EU-Member-State to another
- ▶ To optimize the moving conditions for EU-Residents
- ▶ To create EU-Law, which brings more compatibility for EU-Residents

- ▶ To accommodate contemporary EU-Law
- ▶ To be sensible of these processes

Target Groups:

- ▶ People who found a new working-place in an other EU-Member-State
- ▶ People who want to move from one EU-Member-State to another.

What preparations are needed:

- ▶ Round-table meeting/information with consultants doing the same work, because it is important to be informed on the contemporary issues concerning

taxation, Law and social-insurance-systems:

- ▶ Training on the job
- ▶ Public-opening-days, supported by special agents
- ▶ Creating Task-Forces to empower the own working-process and to show the obstacles appearing in the consulting process



Dutch and German Border meet

Reflections/Obstacles:

- ▶ The aspect of accommodations of EU-Law is not settled down in the bill passing process
- ▶ E.g. 400 EUR job in Germany
- ▶ Health-insurance-law in Netherlands

Sources for further informations

<http://www.emr-taskforce.eu/de/news.shtml>

Nell-Breuning-Haus

Europe - A Creative Discovery

Description:

'Europe - a creative discovery' is a new approach to teaching children about Europe in primary and in first years of secondary school. The concept communicates Europe as an exciting learning environment for children and adolescents. Artistic interpretations encourage people to rethink and re-interpret Europe and convey a varied journey of discovery through the Europe of the participants. It is based on the combination of cognitive and creative learning.

Objectives/Goals:

Teach pupils about the ideas of Europe and the peaceful co-existence.

Target Groups:

The method is easy to transfer to work with people of different ages. Primary focus groups have been pupils between 6 and 12, but the learning effect was also recognisable on the teachers and even the artists.

What preparations are needed:

The best results can be expected, when an artist from another country comes to the school (or any group of participants) to a workshop with the subject 'Europe'. Ideas and examples can be found in the book 'Europa kreativ entdecken' (ISBN 9783981276800). The workshop should pick up an aspect of Europe, which is associated with the living environment of

the participants. First step should be working with fact sheets and books, second step a creative workshop, third step should go back to reflecting the lessons learned. Even an artist who is living in a different civilisation and does not speak the language of the participants very good can transmit the European spirit.

Reflections/Obstacles:

This method is special because neither the pupils nor the teacher recognize how much they learn about Europe while working with an artist from another country.

Sources for further informations

www.KreaScientia.org



Partners at the Eurode Centre - January 2009



Sligo Vocational Education Committee

Cross-Border Women's Reconciliation Project

Description:

The Cross-Border Women's Reconciliation Project is a collaboration between Second Chance Education Project for Women (SCEPW) based in County Donegal in the Republic of Ireland (ROI) and the Fermanagh Women's Network (FWN) based in Northern Ireland (NI) which aims to build relationships and develop mutual understanding between women in South Donegal (ROI) and North Fermanagh (NI).

The seed was sown for this project through discussions convened with women in South Donegal/North Fermanagh as part of a women's leadership course delivered by SCEPW. Through this forum, women began exploring the impact and legacy of the conflict on their lives, within the context of their local communities, and articulated the need for a much more in-depth exploration of this issue, leading to an enhanced mutual understanding between women in South Donegal/North Fermanagh. A number of additional factors were catalysts in establishing the Cross Border Women's Reconciliation project:

- ▶ The level of multiple disadvantage experienced by women
- ▶ The marginalisation of women from decision making on both sides of the border, compounded by the conflict
- ▶ The UN resolution 1325, to which Ireland and Britain are signatories, which clearly outlines the need for women's equitable engagement in post conflict societies
- ▶ Previous collaboration between SCEPW and FWN

The project is directed by a steering group comprised of representatives of both partner organisations. It is funded under the International Fund for Ireland Programme (IFI) until the end of August 2010. SCEPW is the lead partner.

The overall aim of the project is as follows:

"To build relationships and develop mutual understanding between women in South Donegal and North Fermanagh through the delivery of a reconciliation-community arts training programme."

Objectives:

1. To develop an appropriate interagency management & advisory structure which will champion, advise, manage and monitor the project
2. To engage with women living in marginalised communities in South Donegal and North Fermanagh using a Neighbourhood Work approach
3. To bring groups together on a cross border basis to explore the legacy of the conflict
4. To develop and deliver a community arts programme exploring reconciliation
5. To bring the learning from the reconciliation process to a wider audience through displaying/performing/publishing the creative arts pieces.

Targets group:

Women living in the border areas of Donegal and Fermanagh

Progress to date:

With the Project Co-ordinator, Breege Doherty, in post since the beginning of September 2008, the following actions have been progressed:

- ▶ A Steering group comprised of both partner organisations and external advisors has been developed
- ▶ A monitoring and evaluation framework has been devised
- ▶ Meetings have taken place with individual women and women's groups in South Donegal, North Fermanagh
- ▶ Capacity building sessions have taken place with a number of groups
- ▶ Creative workshops 'Chilean Arpilleras: Tapestries of women's lives and survival' were hosted in Kesh and Ballyshannon
- ▶ Women visited the International Women's day exhibition 'Women's Real Lives' in a number of Derry/ Londonderry locations
- ▶ A 17-week reconciliation-community arts training programme Women Journeying Together: Treading New Paths will commence in two locations (Ballyshannon and Kesh) in April 2009.

What preparations/materials etc. are needed:

- ▶ Mutually acceptable location
- ▶ Independent Facilitator

- ▶ Adult education methodology which allows all individuals to be heard and not judged
- ▶ Atmosphere of trust and value

Reflections/Obstacles:

There is a general consensus that women living in the border area of Ireland have shared common experience regardless of what background they come from however these same experiences can be perceived in different ways. From this, obstacles to achieving the objectives of this programme can arise e.g. reaching the target group. When this learning partnership visited this group in June 2009 the following observations were made:

- ▶ Identifying and crossing the border in the hearts and in the minds
- ▶ Difficulty attracting certain target groups to join
- ▶ The facilitator drew the group out to help dialogue and engagement.
- ▶ Huge willingness of the participants to share, reflect and move on
- ▶ Positive outlook for the future
- ▶ Very positive atmosphere within the group

Further information:

Breege Doherty, Project Co-ordinator,
c/o Adult Education Centre, Tír Chonail St.,
Donegal Town, Co. Donegal, +353 74 9740494,
secondchance.xborder@gmail.com



Learning Partners in Lusty Beg

Sligo Vocational Education Committee

Stamp 4 Integration Programme Based In Sligo

Description:

The Adult Refugee Programme represents a significant Government initiative and investment in assisting in the integration process of those with refugee status. The Programme runs short-term, part-time courses for persons who have been granted refugee status. Courses are specifically designed to better enable participants to integrate effectively into Irish society both from a language and from a social/cultural perspective. There are 9 Vocational Education Committees involved in the Programme: - Sligo, Mayo, Galway, Clare, Kilkenny, Waterford, Westmeath, City of Dublin and County Dublin.

The Adult Refugee Programme is open to all those with refugee status. This is interpreted as those being in possession of a valid Green Card with a stamp 4. All Adult Refugee Programme participants must be in possession of a valid Green Card with a Stamp 4 for the full duration of their participation in the programme. All Adult Refugee participants should be available for work and should be actively seeking employment. Programme participation is available for a period of up to 1 year, which does not necessarily have to be continuous.

Objectives:

1. The purpose of the Programme is to effectively assist in the integration into Irish society of those with refugee status
2. The Programme will at all times strive to enhance the participant's English language ability, enhance the participant's ability to access the work/study place and increase the participant's knowledge of both the culture and general characteristics of Ireland
3. Maximum class size will be 16 participants.
4. Each Programme participant will initially be assessed in English language ability using the Oxford Quick Placement Test (copies available through Grainne Scully – g.scully@codubvec.ie). [Tests will be administered by Programme tutors/co-ordinators]
5. Each Programme participant will receive a Programme end of course certificate detailing course content
6. Each course participant (good A2 level upwards [see note 1]), will be encouraged to sit an on-line BULATS assessment certified by University of Cambridge [see note 2]
7. All course participants will undergo an initial needs analysis (conducted by Programme tutors/co-ordinators), which will inform decisions as to course content
8. Wherever possible, the Programme will seek to incorporate FETAC accreditation (see note 3)
9. A comprehensive series of visits should be an integral part of the Programme, as should a series of speakers visiting the programme

10. Guidance (at times it may be possible to utilise VEC guidance facilities; some classes have access to 'guidance' through 'Partnership' co-operation; in other cases tutor/co-ordinator input may be a possibility) should, where possible, be provided during the programme and a clear follow-on plan given to each participant at the completion of his/her programme

Target Group:

Refugees, Stamp 4

Progress To Date:

- ▶ FETAC certified Effective English language tuition
- ▶ FETAC certified I.C.T skills
- ▶ On-going and regular discussion with participants to ensure that programme content is addressing analyzed needs in an effective manner
- ▶ On-going and regular feedback/evaluation from participants, tutors and co-ordinator
- ▶ Recently students studying in Sligo held an international Food Day.

Each Student brought in an example of their local cuisine. All involved with Sligo VEC had a beautiful day sampling the delights

Group Trip - The museum of country life in Mayo, Ireland

"We couldn't believe how much Ireland was similar to our countries. The tools, crafts, clothes and cooking utensils were all very familiar. It was great to make a connection with Ireland of the past." – Student Sligo VEC

Sligo Adult Refugee Programme ran a six week Art programme in May and June 2009

Over the six weeks the students worked with a variety of art mediums such as clay, collage, printmaking and painting. The artworks were then displayed in an exhibition space in Sligo VEC in June. The exhibition was interactive and invited a response from its viewers.

The opening was widely attended by many community groups, ESOL classes, VEC employees EU Community Education Learning Partners, and the student's family and friends. A group of national school children visited the exhibition and they had great fun exchanging stories and interacting with the exhibition and the

students.

A group of Kurdish students from Mullingar and a group of Burmese students visited and enjoyed participating and interacting with the Sligo students.

Preparation/Materials Needed:

- ▶ Organised access and informative visits to Irelands many historical and cultural sites
- ▶ Access to FETAC accredited modules, where possible.
- ▶ Work experience (through voluntary placement schemes)
- ▶ Facilitation of project and group work
- ▶ Individual learning plan for participants
- ▶ Appropriate learning resources such as books, cd's, dvd's and relevant government documents

Reflections/Obstacles:

A survey of refugees in 'Mapping Integration: UNHCR's Age, Gender and Diversity Mainstreaming Project on Refugee Integration in Ireland 2008/09', available on website - www.unhcr.ie, found that refugees themselves identified four priority areas in the integration process:

- a) Improving access to education and employment
- b) Improving public knowledge about refugees
- c) Better English classes
- d) Clearer information about Government policy

In June 2009, when this learning group visited the Stamp 4 Integration Programme Based In Sligo VEC, it was noted that the many of the issues identified were common among the partners.

Further Information:

Aine Kelly, Programme Co-ordinator Stamp 4 Integration Programme Based In Sligo
akelly@sligovec.ie

Stephen Bearpark (National Co-ordinator) or Grainne Scully (National Administrator) at
s.bearpark@codubvec.ie or g.scully@codubvec.ie

Notes:

1. The term 'A2' refers to the 'Common European Framework' for language which 'provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations,

textbooks, etc. across Europe – full document available at www.coe.int/T/DG4/Linguistic/CADRE_EN.asp - . The term 'A2' is, in general terms, defined as:

'Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need' (page 24 'The Common European Framework in its political and educational context' – website link as above).

2. BULATS is an acronym for 'Business Language Testing Service' – further information available on www.bulats.org - full training in the administering

of BULATS assessments will be available

3. FETAC is an acronym for 'The Further Education and Training Awards Council', the national awarding body for further education and training in Ireland – further information available on www.fetac.ie/

4. Further to note 1, a 'B1' Council of Europe level is defined as:

'Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans' (referenced as in 1 above)



Stamp 4 Integration Programme



Sligo Vocational Education Committee

Sligo Traveller Women Health Care Programme

Description:

This was a three year part-time (two mornings a week) education programme for Traveller women based in Sligo to get FETAC accredited learning in the area of Primary Healthcare. Traditionally in Ireland the Irish Traveller community has not attained formal education which led to attaining major National Certification and hence makes it difficult to enter the employment market. This programme hoped to address this with Traveller only classes in the specific area of healthcare. The subject area was chosen due to the very low mortality levels in the Traveller community and it was hoped that through education to mortality and other health related issue would improve within the Traveller community.

This programme was co-funded by three state agencies; the Health Services Executive, Fás (the National Training Agency) and County Sligo VEC (Department of Education and Science)

Objectives:

The overall aim of the course is to prepare Traveller participants to avail of Primary Health Care training and to become skilled Primary Health Care/ Community Health Workers within their own community in County Sligo, promoting a model of traveller participation in the promotion of health.

The following were its specific objectives:

1. To provide access to certifiable educational opportunities

2. To support the development of personal and interpersonal skills
3. To develop an awareness of health issues
4. To develop an understanding of cultural interactions
5. To develop confidence in interactions with the settled community
6. To gain experience of contact with Health Care Professionals
7. To develop discipline in a work environment
8. To understand issues of policy and politics

Target group:

The target group was Traveller women living in Sligo who had an interest in Healthcare.

Progress to date:

This three year programme ran from 2005-2007. After its completion there has been a number of different part-time adult Traveller education programmes building on the learning from this programme.

What preparations/materials etc. were needed:

- ▶ Literacy and Numeracy Assessments for participants
- ▶ Three year programme plan. This included choosing modules needed by the participants and also ensuring that this meet the requirements of FETAC
- ▶ Tutors needed to be appropriate for the group
- ▶ Relevant material for all the course work
- ▶ Formulation of policies and procedures

Reflections/Obstacles:

The Primary Health Care is completed and has succeeded in achieving Four Level 4 certificates and Three Level 3.

The project faced a series of challenges;

1. To establish and design a course in order to satisfy the education, training and health requirement needs of the partner agencies whilst supporting Traveller women back into learning. However it persevered and become successful in this first part of the training and development of community based PHC workers in the Traveller community.
2. Funding was also a major concern throughout.
3. To get good working relationships between the three state agencies and the Sligo Traveller Support group. All parties had their own different requirements in relation to outcomes and funding and getting common goals, policies and procedures was difficult for all involved.

4. At the end the project it was a challenge to progress the women into an employment based environment where they had to be supported. There was a lot of learning and experience that the project has acquired over the years and much of this would be an invaluable reference to other groups and agencies wishing to establish or replicate something similar in their own area. Hopefully as PHC becomes accepted nationally there will also be the opportunity to influence the establishing of a national network where professional debate and sharing of learning can be progressed to the benefit of all the country.

Further information:

After each year of the programme there was a formal independent evaluation done of the programme and these are available from:

Mary Brodie, County Sligo VEC, Quay St., Sligo
or mbrodie@sligovec.ie



Work in Progress

Thinking Skills – A Collection of Learning Tools (Learning Activities) basing on a Social-constructivist Approach

Examples of Modes of Learning Tools (Learning Activities)

Taboo | Odd One Out | Maps from Memory | Lifeline | Living Graph | Five Ws | Pictures from Memory | Reading Buildings | Reading Photographs | Mystery | Chronology | Storytelling – causal analysis | Design your Neighbour | Layered Decision Making

Description

In the last decade, a set of new teaching and learning strategies were constructed under the concept “Thinking Skills”. The main ideas behind Thinking Skills were developed by David Leat and Peter Fisher in the 1990s in England.

Thinking Skills is about students learning how to use their everyday knowledge and develop this further in a critical manner. The idea is to stimulate students with different backgrounds and with different abilities to employ reflective, accelerated, and critical thinking. Through such processes it is believed that students will be able to develop and construct the subject knowledge and the skills required for the subject.

Theoretical Background

The pedagogical platform of Thinking Skills can be placed within the so-called social-constructivist approach to teaching and learning. Promoting thinking is the most fundamental idea of this pedagogical approach. Giving tasks that require thinking activities is a major part in the constructivist theory, as opposed to frequent repetitions and telling students the content of the subjects they are supposed to learn. This means

encouraging students to think by asking questions. Open questions are generally regarded as more useful than closed questions, because the answers to open questions will give better and more independent learning outcomes. Closed questions generally reveal if the students have remembered the content of the lesson, but do not give sufficient information as to whether they have in fact understood the subject matter of the lesson.

Social constructivism is basically a theory about knowledge, which incorporates a certain perspective on the learning process. Social-constructivist theory explains how learning is connected with collective social activities. As the word indicates the essence of the idea is that knowledge is constructed actively. This is on an individual level (i.e. the students’ knowledge) as well as on a collective level (scientific knowledge). The development of knowledge is not simply a passive registration by our senses but an active organisation of and adjustment to our different worlds of experiences. It is not merely a discovery of apparently objective reality. Knowledge is not to be seen as a direct mirror of that reality. David Leat’s idea that knowledge cannot be given or taught implies that knowledge is created actively by each individual. Constructivist learning theory argues that learners better able to retain and apply what they have learned self-organized.

Learning – a social activity

In other words, learning is not an isolated matter, although entirely individual. It is moreover a social

activity. An individual's understanding of his/her surroundings and the world is not only developed on the basis of experiences with physical phenomena, but also by communication with others and by the ideas that are embedded in languages and cultures they meet.

Within the social constructivist theory, knowledge cannot be given or taught. Knowledge is to be constructed by the students themselves, preferably in a context with other people and of course in a cultural context. The teacher is a kind of mediator who should show where knowledge can be found, how it can be used, and why it is needed. This does not imply that the knowledge and the role of the teacher are of less importance in the classroom; on the contrary, the knowledge of the teacher is even more essential for developing motivating and meaningful lessons. The classroom has of course an important function. Many students are gathered together and social activities are existing realities. With Teaching Skills it is important to use this collective platform as the basis of most exercises, which will mainly consist of group activities.

Strategies

In most of the Thinking Skills lessons the students are placed in groups, with each group being given a (the same) task or exercise. The groups preferably consist of three and sometimes four members, depending on the kind of Thinking Skill that is introduced to the classroom. How these groups are composed depends on the teacher's background on the students regarding gender, age, ability level, peer relationship between the students, and so forth. Group work involves the students quickly in exploring through discussions on the subject. The exercises are student-centred but not student-chosen curricula. With Thinking Skills it is the teacher that defines the activities for the classroom. The teacher structures the exercises, hands out a demanding task to the students and encourages them to use the knowledge they already have.

There is a small but important element of competition within the groups, even though there are no winners or losers in such teaching and learning lessons. All feel like

winners. Speed and excitement has a certain appeal to the young. They learn to work according to a schedule, sometimes even with a clock guiding the lesson.

The Thinking Skills strategy consists of 5 major steps.

- ▶ The first step is the preparation. One can start by planning and developing an exercise with the purpose of creating interesting and challenging lessons.
- ▶ The second step is the launching of the lessons, giving a minimum of information. This is the part where the actual exercise is given to the students.
- ▶ The third step is managing the activity; i.e. monitoring how the students work in their groups, observing and, if necessary, guiding them through the activity.
- ▶ The fourth, and probably most important, step is debriefing. The students are specifically asked about how they solved the given problem or task.
- ▶ The fifth step is concerned with bridging and following up the knowledge, translating it to other fields or topics outside the subject.

Objectives/Goals:

Information-processing skill

- ▶ Enables students to locate and collect relevant information, to sort, classify, sequence, compare and contrast and to analyse part/whole relationships.
- ▶ Reasoning skills
- ▶ Enable students to give reasons for opinions and actions, to draw inferences and make deductions, to use precise language to explain what they think and to make judgements and decisions informed by reason or evidence.

Enquiry skills

- ▶ Enables students to ask relevant questions, to pose and define problems, to plan what to do and how to research, to predict outcomes and anticipate consequences and to test conclusions and improve ideas.
- ▶ Creative-thinking skills
- ▶ Enables students to generate and extend ideas, to

suggest hypotheses, to apply imagination and to look for alternative innovative outcomes.

- ▶ Evaluation skills
- ▶ Enables students to evaluate information, to judge the value of what they read, hear and do, to develop criteria for judging the value of their own and others' work or ideas and to have confidence in their judgements.
- ▶ (Department for Education and Skills 2005, p7-8)

Target Groups

One of the major advantages of this exciting approach to the teaching and learning process is that it suits all kinds of students and learners. Students and learners with different abilities and interests can do the tasks at their own level. Even if tasks are demanding, most students find it exciting to work with them. Working in groups, often with demanding exercises, will strengthen their individuality.

- ▶ Students of all grades
- ▶ Learners in the Adult Education
- ▶ Participants in Civic Education (Education for Democratic Citizenship)
- ▶ Participants of working groups in general (e.g. learning activity as opening of a work session)

Preparation/Materials:

Depending on the task, materials are required as following:

- ▶ instruction sheet for the students
- ▶ worksheets, information cards, graphs, illustrations, diagrams, charts, maps, photographs
- ▶ videos/DVDs and video/DVD-player
- ▶ stationery

In Publications on this method, prepared Thinking Skills are often published as examples including worksheets. The collection of Thinking Skills ranges from simple to very complex learning tools. The preparation of the students depends on the Thinking Skill's task. Most of the Thinking Skills are designed for 1-2 lessons.

- ▶ To adapt a task of Thinking Skill for specific subjects and contexts (e.g. in Geography or History), a unique extra work is necessary. (E.g. developing specific maps, graphs or searching for photographs etc.)

Reflections/Obstacles:

Activates the learners to a large extent, and makes fun.

- ▶ Evokes a dynamic in the study group in terms of employment with the subject.
- ▶ Factual knowledge is absorbed additionally by the way.
- ▶ It has been shown that the workload for the teachers is very high. Especially if they want to create their task of Thinking Skills. That means: Published worksheets must be well designed and prepared, to be ready for easy use.

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BFG Presentation to Learning Partners August 2009



BFG - Burgenländische Forschungsgesellschaft

Toolkit 'Thinking Skills' – e.g. 'Odd-One-Out

A Learning Activity ¹

Odd-One-Out

A "lower level" (simple) thinking skills activity

Short Description

Concepts acquire meaning and sink in more easily if they are placed in context with each other. The Odd-One-Out learning activity was originally devised for concept acquisition. Odd-One-Out can also serve to gain an understanding of persons, phenomena, events, objects and images. For convenience's sake, this introduction refers to 'concepts', though other terms might be used here as well. In an Odd-One-Out exercise, the learner must identify the link between concepts and argue the reasoning.

In Odd-One-Out, learners are given a series of three or more concepts. One concept has to be picked out, which, in their view, does not belong in the series. Then, and this is the essence of the exercise, they have to provide reasons as to what the remaining concepts have in common. They must identify the common context, that is, the link between the remaining concepts. For that reason, Odd-One-Out is an ideal exercise in classification: it teaches learners to think about concepts and about the relationship between concepts. By thinking about the commonalities, learners move into the field of coordinated, subordinated and overarching concepts, that is, a hierarchical network of concepts. Odd-One-Out can be carried out amongst various age groups and at any level, since the activity can be quickly and easily altered to suit the learner. The string of concepts can

vary in length: younger secondary school learners will best be served by a maximum of four concepts. Higher levels and older learners can work with a series of five concepts. A second form of differentiation is that one concept in a series of concepts is out of place, or that there is an Odd-One-Out amongst all concepts, that is, if a different line of reasoning is used. Finally, the level of difficulty is determined by the choice of concepts (the abstraction level).

Example: "Europe" Preparation/ Material

Groups of 2-4 learners.

Each group get a set of 4 cards with the names of the countries (alternatively: words written on the blackboard).

Scotland

Belgium

Turkey

Austria

Task 1 Look at the set of four words below and decide with your partner(s):

- ▶ which three words are connected
- ▶ which is the Odd-One-Out

More than one answer is possible, so think of all the possible options.

Make sure that you are clear about what connects the other three and the reason why the remaining one is the Odd-One-Out.

¹The text bases on: Odd one out by Fer Hooghuis. In: Ehlers, N. / Havekes, H. / Nolet, R. (eds.): Living and Learning in Border Regions. Cross Border Learning Activities. Issues - Methods - Places. Volkshochschule Aachen, Aachen 2008.

Task 2

Again, working with your partner(s), find another word that you can add to each set so that now four items have something in common, but the Odd-One-Out remains the same. Note down your reasons.

Working Sheet:

Scotland: Scotland is the Odd-One-Out because

Belgium: Belgium is the Odd-One-Out because

Turkey: Turkey is the Odd-One-Out because

Austria: Austria is the Odd-One-Out because

Miscellaneous Possible answers:

- ▶ Scotland is the Odd-One-Out because it is not an independent state
- ▶ Belgium is the Odd-One-Out because it is the only founding member of the EEC (Later EU) in this set.
- ▶ Turkey is the Odd-One-Out because it is not a member of the European Union
- ▶ Austria is the Odd-One-Out because it's a landlocked country

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Learning Partners Burgerland August 2010

Toolkit 'Thinking Skills' – e.g. 'Lifeline'

A Learning Activity

Lifeline

A "higher level" thinking skills activity.

Short Description

The 'timeline' is a much used didactical method to get learners to discover chronological events. It can also indicate the position of a specific event over a longer historical period. The timeline identifies events in an abstract form within a diagrammatic structure. These historical events are often described as mere facts: In 1492, Columbus discovered America. Such a generalisation hides many countless other events, figures, causes and consequences. For that reason, the timeline is a double abstraction, that is, the timeline itself and the abstract description of the event.

'Lifeline' also includes a timeline and historical events. By means of 'self-visualisation exercises', the learners can bring the timeline and the historical events to life. Because there is a lot of scope for personal involvement, the 'historical overview' acquired takes on a larger meaning for learners. As a result, an important condition is satisfied for knowledge and skills to sink in more easily.

In 'Lifeline', in the first place, learners take on a particular historical role: they have to visualise being a historical figure (empathy). The learners are then given a number of events/dates. They must then indicate and provide reasons for what the historical figures thought of the event. They do this by placing a value (plus five to minus five) for the event on the timeline in the form

of an x-y coordinate. Depending on the subject, the level of the group and the available time, one or more historical figures can be chosen, for a larger or smaller amount of dates and events. 'Lifeline' is a highly flexible activity which can be adapted to suit the understanding and the preferences of the teacher and the learners. For all variations, post-activity evaluation with the learners is important in order to make them aware of their learning results (product) and the thinking strategies that have led to this (process).

Example:

"Industrial Revolution in Tilburg, Development of Class-struggle"

This lifeline was used to let students (16-18 years old, the highest two levels in Dutch teaching system) put themselves into someone else's situation/position: The industrial proprietor (owner) and a (small) home-weaver. It shows to the students that the industrial revolution did not automatically lead towards class-struggle. Sometimes mill-owners and home-weavers had the same interests. This lifeline can be used to discuss the social question of the 19th century or to discuss the influence of the industrial revolution on the living conditions of the lowest social classes.

Students are asked to plot episodes of the industrial revolution in Tilburg, based on their emotional response, on a scale of positive to negative emotion. They have to use historical arguments to rationalize their answers.

Preparation/ Material

- ▶ Groups of 2 learners.
- ▶ Copies of the graph for every group of two students (see annex)
- ▶ Copies of the historical fact for every group (see annex)
- ▶ Copies of the questionnaire for every student (see annex)

Task

- ▶ Students plot, in pairs of two, episodes of the Industrial Revolution based on positive of/or negative emotions. Then every student interprets the graph by filling out a questionnaire.
- ▶ Each group of two students will judge a historical fact based on emotions and plot a point in the graph. The choices are rationalized by historical arguments.

Miscellaneous Goals

- ▶ Students can put themselves into someone else's situation (from the past)
- ▶ Students understand the development of the social question and the class-struggle during the industrial revolution (in the Netherlands).

Initial stage

- ▶ Level: highest grade of Secondary School system (16-18 years old)
- ▶ Students have some basic knowledge about the industrial revolution (in general)

Annex Graph

- ▶ Historical facts
- ▶ Questionnaire

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Südwind Entwicklungspolitik

Noe Sued

Study-Circle and Mental Mapping

Description:

Study Circles in Europe

The origin of Study Circles in Europe lies in Sweden. Until nowadays it constitutes an important form of learning especially for adult education in Scandinavia.

Important factors for Study Circles are:

- ▶ Independence (although funded by state authorities)
- ▶ Durability (regular meetings, more than once)
- ▶ Special materials are used and produced (and/or a working plan)
- ▶ A specific social openness for different social stratas.
- ▶ Geographically broad
- ▶ Dynamic (it has an impact, something happens, a certain topic is deepened or an opinion, an attitude changed)

(quoted after a manuscript of Brigitte Kühne, professor on Växjö University, Sweden, in 2005)

Study Circles are a form of learning which is aware of the fact that civil society needs to be strengthened and that education can support this process of strengthening. It is about democratic processes in education, because learning and teaching is seen as a process where human beings are in the center of the dynamics, who aim commonly for a broadening of their knowledge and of their understanding.

A precondition for Study Circles is the participation of all members already in planning and forming of the frame of their Study Circle. Exchange of experiences and common analyses are crucial points in a Study Circle. The learning process is marked by integration, development and open communication. This allows to provide an atmosphere useful for negotiations about and support for identities- a highly important factor of all learning places.

Mental Mapping:

This method allows to draw or write immaterial thoughts, ideas and values on a map. It shows living spaces of people and their value. Mental maps show an inner dimension of space, of a picture or geographical surroundings, how they merely exist in the consciousness of humans. Mental maps are a format to collect, categorize, save, identify and work with informations about 'space-surroundings'. It is the way, how we deal with the world around us and how we understand it.

Objectives/Goals:

Study Circles and Mental Mapping

Participants of Study Circles draw their personal mental maps according to following questions:

- ▶ Which learning spaces are important for me?
- ▶ Which learning spaces are useful for me?

- ▶ What is important for a given place to make it friendly and useful for me?

Participants discuss together the results of their mental maps:

The questions of mental maps are feedback together, interpretation of the results is a common task for the whole group. The discussion can be led according to following points:

- ▶ What do the drawn mental maps have in common? Do they differ a lot from each other? Which expectations and attitudes do exist regarding the learning spaces?
- ▶ Which symbols represent Learning Spaces in our mental maps?

How to establish Learning Spaces

With the exchange of own 'stories about Learning Spaces' each participant of a Learning Circle shows his approach towards Learning Spaces. They show parts of their 'space identity' and by doing this they allow perspectives and possibilities for a broader perspective for the others. The more often such an experience is made, the more broadens the approach to places, their openness and view on the world.

Target groups:

The method of Mental Mapping can be used for all age groups.

What preparations/materials are needed:

For each participant an A4 sheet to draw the mental map. Pens, if possible in various colours.

Reflections/Obstacles:

The aim of mental mapping is to allow an intensive confrontation with and work on one's own identity. It is about our identities in social networks and space. Which value we give to Learning Spaces is e.g. a question of our "identity in space". With our acting and categorizing we give values to given rooms and therefore we shape our identity in a continuously developing and shapeable process of learning.

The development of a Study Circle as learning space can be a crucial factor for the development and strengthening of one's own identity. A good learning space has a good atmosphere with room for personal talks, discussions and visions. And all of this in a form of mutual respect.

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www.suedwind-noesued.at

A concrete example that happened during the Grundtvig Learning Partnership 'European community education across borders':

At the beginning of the Learning Partnership during the first meeting in Amsterdam in December 2008 Mental Maps were drawn. Each participant showed his or her personal mental map with personal expectations and priorities. Two years later, at the end of the Learning Partnership in May 2010, participants again draw mental maps of important learning spaces for them during the Partnership. In a common process of reflection the mental maps were shown to the group and discussed. Personal reflections and reports of experiences were in the focus of the discussion.

Participants were able to reflect on their development, changes of perspectives and attitudes and on experiences made during the Learning Partnership.

One example:

A significant change on the Mental Map of a female participant was the fact, that the topographic focus of

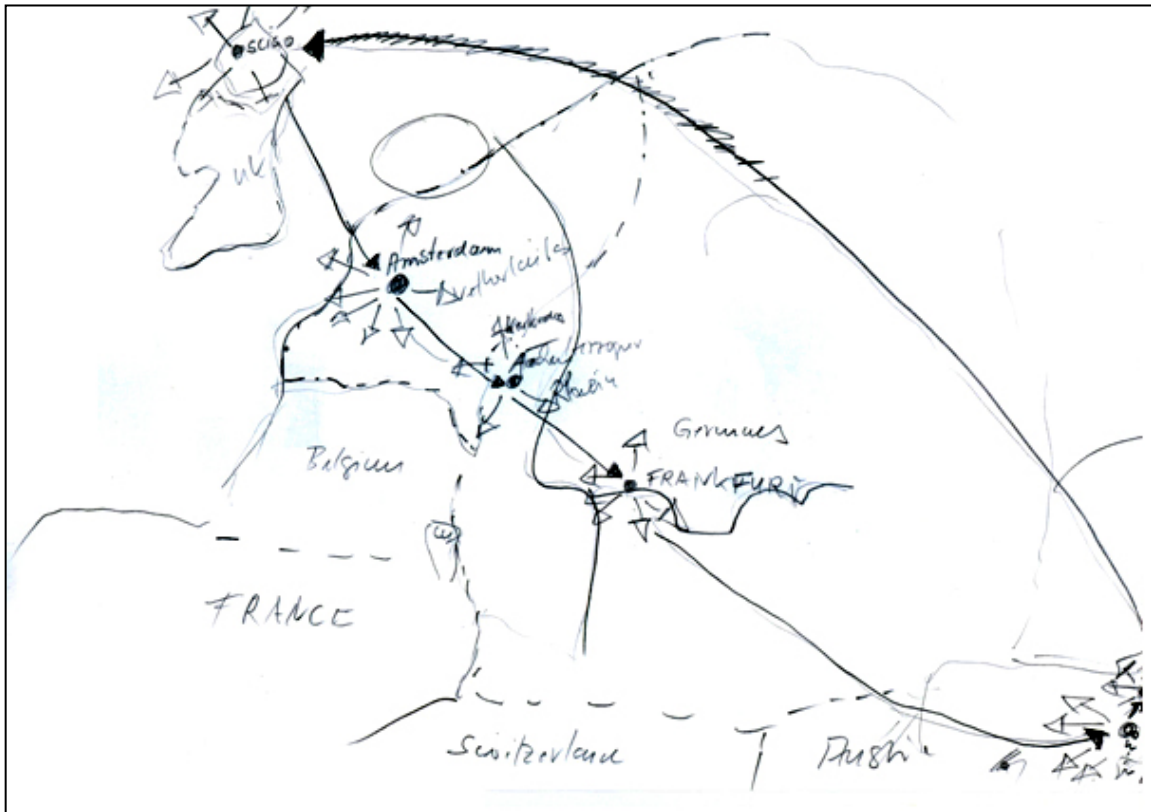
the learning places became irrelevant. At the beginning of the Learning Partnership the structure was an European Map, where the different cities were marked as Learning Places. Whereas at the last meeting the mental map was designed with symbols. That means that fixation or the necessity for a geographic structure diminished. After two years of the Learning Partnership the content was much more important than the topographic question. This specific Mental Map represents the high value of the content of the learning partnership.

To work with Mental Maps at the beginning and at the end of a learning process supports reflection and therefore personal development. The participants were highly surprised and positively engaged to delve in the end into their old Mental Maps and with their former considerations and drawings. This clearly shows that Mental Mapping is an effective and productive opportunity for the guidance of a learning process and allows reflection and evaluation.

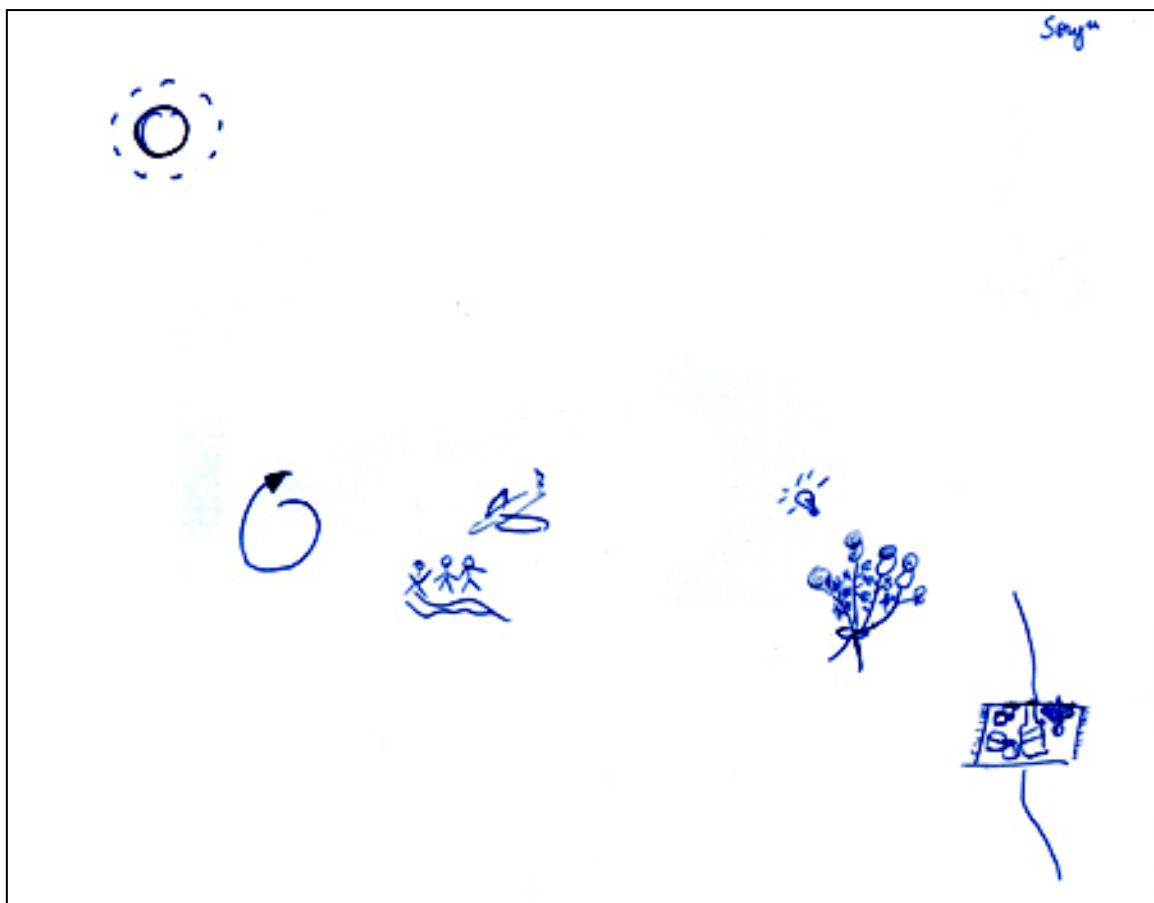


Ms Sonja Puchelski, Den Haag, May 2010 - Mental Mapping

Mental Map of Sonja Puchelski, December 2008:



Mental Map of Sonja Puchelski, May 2010:



Südwind Entwicklungspolitik

Noe Sued

Theatre of the Oppressed

Description:

Theatre of the Oppressed was developed by Augusto Boal in Brazil. The main difference to “normal” theatre that we are used to is that the viewers can become part of the game. A short scene connected to one special conflict is played once and it ends in the worst situation at the highest point of the conflict. After a short break, there is time for discussion and solution-finding, then the sequence is played again. Viewers can simply stop the game and join in by exchanging actors playing oppressed roles. From that point on they can change the game/scene and show possible ways of solving the conflict.

The so called “Joker”, who is not an actor but the moderator and the bridge between the actors on the stage and the spectators, gives orientation and structure, motivates the viewers to play and stops if necessary. The persons joining the game can stop any time they want. The change can be one sentence or longer, it varies from idea to idea. It is not valued by the result, but by the obvious success, because even a failure on the first sight within the theatrical frame can give enormous insight, awareness and new ideas.

One of the most important theoretical backgrounds of Theatre of the Oppressed lies in a famous statement of Augusto Boal: “Everyone can play act, even the actors”. That shows us, that in our daily life we also fulfil several roles and Theatre of the Oppressed gives the chance to

widen our skills and perspectives by trying new roles or known roles in different ways.

Objectives/Goals:

1. Theatre of the Oppressed is a try for reality:

During a Theatre of the Oppressed you can try whatever you want. You can scream and act in any way that is not usual in real life. So you can try strategies within a tense situation without real consequence and at the same time you can see realistically if it could work.

2. Theatre of the Oppressed allows personal development:

A lot of viewers use the framework given by the Theatre of the Oppressed to act in a way, they usually do not because of their role and identity in real life. Sometimes it can be a big relief and a big personal discovery to e.g. scream, cry, laugh about something.

3. Theatre of the Oppressed allows a change of perspective:

Throughout a game, the viewers (and therefore players) get to know emphatically the view of “the other side”.

For example: As a pupil I seldom think about the thoughts, feelings of the teacher in a given situation.

During the Theatre of the Oppressed there exist some ways how to enable this change of perspective:

- ▶ The pupil can try the role of the teacher and show his or her suggestion to solve a given conflict and at the same time feel and act as the teacher, the pupil learns to understand and (definitely more important) feel the perspective of the teacher.
- ▶ After a change of the play the various roles tell about their feelings, e.g. the teacher gets asked how he or she feels now after role play. This is a question that is rarely asked in a "real" school situation.

Target Groups:

Theatre of the Oppressed can be used in (probably) all social contexts, with all age-groups. The topic of the conflict worked on must fit to the target group.

What preparations/materials are needed:

You need a room big enough for the audience (up to 100 viewers for one play is possible, more becomes difficult). If you need more materials, it differs from scene to scene.

Reflections/Obstacles:

People are not used to acting, therefore we always do some warming up before starting the game.

It is difficult to work with a group who has no common language. I work with translators during a Theatre

of the Oppressed, because it can diminish its effect. Sometimes it's not possible to avoid it, because you have an international group, but if you can, try to work in a common language.

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Südwind Entwicklungspolitik

Noe Sued

Workshop: Human Rights and Migration

Description:

The Workshop focus is on the interrelationship between international migration and Human Rights. On the basis of different exercises such as the work with biographies of (famous) refugees, a guessing game called "Taboo of Human Rights", exercises with photography and quotations and other interactive methods, young people get to know background information about global migration movements and the situation of Human Rights.

Objectives/Goals:

Aim of the Workshop is to enlarge understanding and sensitivity about reasons to immigrate and take refuge, to convey the keynote of Human Rights and fundamental terms of migration, refugee situation and asylum. By means of interactive methods, empathy should be fostered and knowledge on migration and Human Rights should be provided. In this sense young people should gain a global perspective and understanding of migration and refugee situation in order to consider migration not as a threat, but as fact and possibility.

Activities:

The Workshop starts with a short introduction round, where the participants are invited to tell a short story about their name. A name shapes one's identity and can tell a story about one's (cultural) background. Human

Rights and migration interfere in one's identity and therefore this name round is an introductory mean to insert their own involvement in the topic.

Followed by a brainstorming on the very terms of Human Rights and migration, pupils enter the discussion on these very broad topics.

By means of photography, which all focus on Human Rights, migration, prejudices and discrimination, the participants are invited to rethink the situation of being a stranger and put themselves in a different and unknown situation. The participants comment on the atmosphere of the photography and devise situations, moods, thoughts and feelings of the persons seen on the pictures.

In the following exercises the participants work in small groups of five to eight people. Each group is supposed to handle each exercise. In carousel activities the participants deal with different aspects of the issue. One is to work on biographies of known and unknown refugees. Children from Europe, Africa and Asia are introduced alongside with celebrities such as Madeleine Albright, Albert Einstein or Tenzin Gyatsho (better known as Dalai Lama), who all share the experience of refugee and migration.

Another exercise focuses on migration stories in the own family. The participants make short interviews with members of their group in order to gather information

about their family background. Personal histories and stories of colleagues should help to make aware that people moved from different places to others all over the generations and that migration is a fact and normality. The third exercise is a playful way to get to know Human Rights better. In a guessing game called "Taboo of Human Rights" the pupils should consider a number of articles of the Human Rights Declaration. The challenge is to describe a particular Human Right without mentioning some listed words (these are listed on a small card and relative to the particular article) and be guessed by the other group members.

Finally, the last exercise of the workshop examines global paths of migration by means of small cards hanging on a clothesline. The centre of attention there is to make clear that global migration movement mainly take place from countries in the South to other countries in the South. In comparison only a small amount of immigrants move to Europe. The participants are invited to pick the right pairs from the clothesline.

To bring the workshop to a close all participants meet each other again in a sitting circle. Comments should be made on the different activities, questions asked, vagueness should be clarified and surprises shared with others.

The last round is called "flashlight round", where every participant tells one word about the workshop. It's important here to concentrate on one word only and that others don't comment. In anonymous questionnaires the participants are pleased to evaluate the whole process.

Target groups: young people (pupils) from 13 to 18 years old

What preparations/materials etc. are needed?

- ▶ Photography and quotations on migration, being a stranger etc.
- ▶ Taboo of Human Rights
- ▶ Biographies and pictures of (famous) refugees
- ▶ Questionnaire about family stories/backgrounds/ places of birth
- ▶ Information on global migration movements

Reflection/Obstacles:

The issue needs to be discussed with care. Maybe there are persons with migration background and people who went through traumatic situations during their migration experiences.



Deutsche Angestellten-Akademie

e.g. Security Staff Training Course

Description/Background:

The DAA as a trade union oriented private training institute for adults offers professional training with certification by the Chamber for Commerce and Industry in the Rhein-Main region since 60 years. At present the training programme covers the fields of trade and commerce, IT, language courses, social care and private security.

In the Rhein-Main region due to the airport and industrial activities the rate of migrants of nearly all nationalities is up to 40% of the population. For the rate of unemployed in migrants groups is much higher than in the German population the training and retraining courses mostly funded by the labour agency include an even higher rate of migrants, often being up to 70%. Working with these mixed groups of learners often with language problems and cultural specifics is a special challenge for training providers and their staff in the region. Due to the long working experience in the region the DAA has developed several ways and methods to cope with this problem. Consulting with the participants and observation of the group with evaluation of questionnaires are key methodologies.

The anonymous surveys concentrate on how the teachers and the development of the learning groups is seen by the single participant.

The training courses for security staff need special attention because they include a higher rate of migrants than other courses (security work is supposed

to be a low level and dangerous job) and the contents of the training confronts the participants with special risks and challenges (i.e. use of fire arms). This had been the reason to try out new and more adapted ways to control the group climate in these courses.

Objectives:

To learn more about the connections, conflicts and emotional frame in learning groups of different nationalities, ethnics and social background.

To find and identify culturally and ethnically based conflicts in learning groups.

Target group:

Participants of mixed nationalities and cultural background in professional training aiming at high standard and risky qualifications.

Method and materials:

The method aims at directing the client's attention to their feelings, conflicts and social connections being within a group of mixed foreigners (by a questionnaire), to gather his views and ideas concerning these matters and discuss and evaluate them with him in the learning group together with external moderators (or interest guests).

The (attached) questionnaire used in this case asks not only for the present atmosphere in the learning group but also for the cultural background and social frame of the clients as well as their motivation for the profession.

The evaluation is done in the following steps:

The questionnaire is completed individually and anonymously.

It can be collected and evaluated by a moderator who later invites the group to discuss the results in the plenary or in small sub-groups representing the different cultures or conflict partners of the course.

A more effective way is to form small groups with external guests or moderators and take the questionnaire as a basis for interviews concentrating on the participants background, experience and present situation. If the group agrees of course the discussion can be open or anonymous.

After the exploration of the participant's background, experience and situation in the small groups a broad and open exchange of experience with work can be done in the plenary, if necessary concentrate on possible conflicts and their solution.

Reflections/Obstacles:

This method to evaluate possible intercultural conflicts and the social situation in culturally mixed learning groups is distinctly bound to a surrounding permitting confidence and an open atmosphere. It needs an experienced moderator or a group of external moderators or interested persons in this role, enough time for an open and exhaustive discussion and of course on the side of the hosting institution the willingness to respect the people's point of view and to care for solutions if necessary. In the frame of a course concentrating on professional training and qualification this instrument may not be used regularly but rather in cases where there are hints to conflicts in the learning group.

Sources for further information:

Hans-dieter.brauns@daa-bw.de



Partners in Frankfurt 2010



Deutsche Angestellten-Akademie

Intergration Work with Migrant Women eg Berami berufliche Intergration e. V. Frankfurt.

Description/History:

BERAMI (consulting attending migration – job integration) was founded in 2000 as a free association and raised a multitude of cross-linked services and support measures for migrant women that became a model for a lot of regional associations all over Germany committed to social work with migrants. For years BERAMI is an important part of the social services busy in the Rhein-Main region working close together with the municipality of Frankfurt, the labour agency, job centres, schools, firms, other NGOs and the diverse communities of migrants in the city.

BERAMI finances its activities by funds of the EU, the German government, the municipality, the country Hessen, the Labour Agency and donations. The staff of about twenty professionals includes in majority migrant women of 14 different nationalities and 16 languages.

Target Groups:

Migrant women of all nationalities, ethnics and ages living in Germany on base of a right of residence or work.

Objectives:

Giving migrant women a first orientation in German culture and preparing them by consultation, coaching, resource oriented improvement of language and social skills as well as basic vocational training for the regional labour market and a living within the municipality.

Core areas of work and methods:

- ▶ Development of custom-fit consulting arrangements and training curricula
- ▶ Development of specific didactics and methods for the different target groups
- ▶ Encouragement of the client's own initiative and strengthening of resources
- ▶ Placement in work, education and further training
- ▶ Organisation and maintenance of lasting cooperation with firms
- ▶ Support of socio-political commitment
- ▶ Preparatory work for the authentication of vocational and school certificates of the home country in Germany

Main activities:

- ▶ Individually oriented consulting and coaching
- ▶ Language training courses of all levels, mostly combined with work stages
- ▶ Training courses for developing and supporting social skills, basic professional training and cultural orientation
- ▶ Basic training in occupational German, IT, mathematics and commercial knowledge combined with work stages and authentication of foreign certificates

- ▶ Mentoring for work placement and training
- ▶ Preparation of external examinations of the Chamber of Commerce and Industry
- ▶ Consulting and training for women returning to work after parental leave
- ▶ Qualification advisory service for working migrant women
- ▶ Organisation of the trans-cultural and trans-religious learning centre for training women for cultural mediators

Reflections/Obstacles:

The main challenge for BERAMI's work is the problem of funding. At present in Germany there is no legal base

for continuous social work for integrating migrants. Therefore BERAMI is steadily bound to look for new sources and the running activities are financed by more than a dozen different programmes of different institutions, all limited for a certain period and bound to different conditions and restrictions. To keep the different activities working needs steadily searching for new financial resources and funding programmes on all institutional and political levels, a main target for BERAMI's networking activities.

Sources for further information:

www.berami.de

Stichting Den Haag en Midden Europa

Language in the Neighborhood for Polish migrants in The Hague

The 'Language in the Neighbourhood' programme of the Municipality of the Hague which aims at providing language lessons at the lowest level in a way which is accessible for all who are willing to learn the language. It was perceived from the awareness that the formal integration courses are not accessible to all, whereas people who want to participate in these courses at least have to qualify to certain formal criteria. Therefore the 'Language in the Neighbourhood' offer was developed. In this programme NGOs representative of a certain city community are invited to develop own language courses for their own target group.

Language in the Neighbourhood for Polish migrants

Description:

The methods used for teaching the language vary from group to group depending on their passive knowledge of the language. The aim of the course is to make the participants achieve the basic language level A1. The level gives them access to further education. The courses start with a assessment process in which the participants are divided into groups. It ends exam's which is dependent on the ambitions of the participant. Through the full education process the NGO is providing extra assistance. In courses done through the Foundation The Hague and Central Europe provides vocabulary assistance in the language of the participants. Regular evaluation of the satisfaction level of the participants and the education organisation are carried out. The Foundation remains supportive responsible for participation of the participants and has regular contact with them.

Objectives:

To enable unregistered recent Central European labour migrants to participate in language courses and enable them to reach basic language skills.

Target groups:

Central European Labor migrants with no formal status. Unable to participate in other formal language education.

What is needed:

- ▶ Regular language teachers (in cooperation with a language school)
- ▶ Bilingual volunteers to assist the lessons
- ▶ Satisfaction evaluation scheme
- ▶ Testing schemes (entry and exit tests)
- ▶ Excursion options
- ▶ Ability to manage absence and re-motivate participants

Reflections:

This new approach has success. It enables many to achieve language skills. Specific problem is that one has to deal with people who are so focused at their daily survival that they are often not the most reliable in attending classes. Built in incentives should support their participation. For a community organisation it is important to not become the formal teaching institution.



Partners at Language Programme Presentation, Den Haag, May 2010



Stichting Den Haag en Midden Europa

Active Education for Recent Labour Migrants from New Member Countries

Description:

In the beginning of 2008 the Foundation Poles and The Hague became aware of the problems related to the large influx of new (mainly Polish) labour migrants to the city of the Hague. Some areas of the city had to deal with substantial groups of these new inhabitants that were far from aware of the Dutch rules and values and did not know the Dutch language. Moreover the group became an easy victim of illegal employment and illegal housing practices. The foundation came to the conclusion that the only way forward would be a substantial adult education programme focused towards the basic information needs of these new migrants. Such a programme was started at the end of 2008. The programme has provided 500 Polish migrants with basic information about labour legislation, health care and proper housing in the Netherlands. Moreover it has provided for a very direct contact between the Foundation and the recently migrated Poles and improved contacts on a neighbourhood level in many cases.

Objective:

At the end of 2008 the foundation started with support of the Municipality with the preparation of a group of Polish speaking adult educators and the preparation of an educational methodology aiming at improvement of the general knowledge of labour migrants regarding their basic rights.

In the beginning of 2009 the factual education of the migrants started with information meetings for groups up to 20 persons. To date 500 migrants have been informed through these meetings.

Target groups:

The methodology as prepared aims at recent labour migrants that are not yet able to speak the language

of the receiving country. Moreover they lack basic knowledge of the legislation, rules and practices that are acceptable and normal in the receiving country.

Materials and method:

The methodology consists of an interactive educational method using a question & answer discussion structured with illustrations.

The central themes of the meeting are:

- ▶ Labour
- ▶ Housing
- ▶ Health
- ▶ Society

Within these themes there are basic issues discussed:

Labour Theme:

- ▶ Employment
- ▶ Salary
- ▶ Basic insurances
- ▶ Safety at work
- ▶ Labour union and sector legislation

Housing Theme:

- ▶ Housing contract and registration
- ▶ Health at home
- ▶ Safety at home
- ▶ Waste

Health Theme:

- ▶ Health insurance
- ▶ General practitioners
- ▶ Children health care
- ▶ Dentist
- ▶ Hospital

Society Theme:

- ▶ Culture
- ▶ Language
- ▶ Schools
- ▶ Participation
- ▶ Integration courses

For the educators a basic manual is prepared and additional information is provided. For the participants there is an information leaflet prepared in their own language, which they obtain after having participated in the information meetings. The presentation material consists of laminated photographs and illustrations, which can be hung with Velcro on a screen of soft textile.

Reflections/Obstacles:

The discussed methodology requires small groups up to a maximum of 30 students. Gathering such groups is not an easy task. Nonetheless, groups entering integration courses can be first served with such an information meeting. This version (which concerns only the leaflet) has been prepared in Polish language for Polish nationals. The methodology though can be applied to any group of recent labour migrants, which are still in need of basic information regarding their rights and responsibilities.

Sources for further information:

www.stedenbanddenhaag-warschau.com
or through stroes@ziggo.nl



Mr. Ernest Stroes - Presentation Den Haag, May 2010



4

Conclusion and Recommendations

Conclusion:

The Community Education across Borders Learning Partnership has been very active since its first meeting in November 2008 until the end of the Grundtvig programme in July 2010. There have been eight meetings located in all the partners' countries and in total there have been 84 mobilities. Throughout there was a great atmosphere of sharing and collaboration between the partners around adult education methodology, techniques to engage with learners and education programme management. This was further enhanced by the variety of organizations within the group from state organizations to national government funded organization to private organizations. This ensured that the partnership achieved its general aim to enable citizens to build European communities across borders (both geographical and social).

The specific objective to develop new educational tools for active European citizenship, here we examined the huge variety of learning tools that all the partners were currently using and as a result have compiled this publication which brings together all these educational tools and gives the reader links and contacts to get further information if required.

Throughout the partnership's meetings participants were able to meet and connect with local community building initiatives across European e.g. Cross Border Women's Reconciliation Project in Ireland, the Eurode Centre on the German and Dutch border, the BERAMI

project in Frankfurt, the Dutch language class provision in the Haag and visiting the House of Literature in Mattersburg outside Eisenstaadt in Austria. Most of these programmes have been describe in the main part of this publication.

There was support given to all the participants who are engaged in community building across borders, both geographical borders and social borders. It became apparent as the partnership progressed that we are all dealing with similar issues in relation to Community Education regardless of where we are located.

Throughout the partnerships the following common issues were identified:

- ▶ How to engage with the learners and specific target group of learners,
- ▶ How to transfer learning over in creative ways,
- ▶ How to use creative and adult appropriate teaching methodologies,
- ▶ How to overcome conflict, prejudices and social and economic exclusion and ultimately
- ▶ How to overcome "borders in the mind" and "borders in the hearts"

In the last meeting of this learning partnership there was consensus that this was a very worthwhile process that culminated in a large amount of learning for all involved and this learning went further than the objectives outlined in the introduction, it went to a personal and social level within the group.

Recommendations:

The following are recommendations:

1. Continuation of the funding available for Learning Partnership in order to ensure that others and other organisations benefit from this learning initiative.
2. Continuation of this partnerships work through the funding of a multilateral programme "Citizenship 2020". This application was submitted to the European Union in February 2010.
3. Continuation of information sharing of the partners and other interested parties through the circulation of this report by posting it on the partner organisations web sites and the circulation of hard copies to interested parties.
4. Partners continue to develop best practices and share them with each other.



Appendix I

Learning Partners Contact Details



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Netherlands
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www.sdhme.nl

Appendix II

European Community Education across Borders

List of Participants at each meeting

1	Venue		Month	Year
	Foundation Roodkoper, Netherlands		November	2008
Brauns	Hans-Dieter	DE	Deutsche Angestellten-Akademie	
Brodie	Mary	IRL	County Sligo VEC	
Lang	Alfred	AT	BFG Burgenländische Forschungsgesellschaft	
Tschögl	Gert	AT	BFG Burgenländische Forschungsgesellschaft	
Van Harten	Martin (Host)	NL	Foundation Roodkoper/ Stichting Den Haag en Midden Europa	
Kok	Kees (Host)	NL	Foundation Roodkoper/ Stichting Den Haag en Midden Europa	
Puchelshi	Sonja	DE	Nell-Breuning-Haus	
Schwarz	Ingrid	AT	Südwind Entwicklungspolitik Noe Sued	

2	Venue		Month	Year
	Nell-Breuning-Haus, Germany		January	2009
Brauns	Hans-Dieter	DE	Deutsche Angestellten-Akademie	
Tschögl	Gert	AT	BFG Burgenländische Forschungsgesellschaft	
Van Harten	Martin	NL	Foundation Roodkoper/ Stichting Den Haag en Midden Europa	
Puchelshi	Sonja (Host)	DE	Nell-Breuning-Haus	
Bauer	Gabriele	AT	Südwind Entwicklungspolitik Noe Sued	
Schwarz	Ingrid	AT	Südwind Entwicklungspolitik Noe Sued	
Tighe	Geraldine	IRL	County Sligo VEC	
Brodie	Mary	IRL	County Sligo VEC	
Rudden	Michelle	IRL	County Sligo VEC	

3	Venue	Month		Year
	Sligo VEC, Ireland	June		2009
Buchert	Gesine	DE	Deutsche Angestellten-Akademie	
Brauns	Hans-Dieter	DE	Deutsche Angestellten-Akademie	
Robertson	Susan	DE	Deutsche Angestellten-Akademie	
Tighe	Geraldine (Host)	IRL	County Sligo VEC	
Brodie	Mary (Host)	IRL	County Sligo VEC	
McLaughlin	Bridie (Host)	IRL	County Sligo VEC	
Rudden	Michelle (Host)	IRL	County Sligo VEC	
Lang	Alfred	AT	BFG Burgenländische Forschungsgesellschaft	
Tschögl	Gert	AT	BFG Burgenländische Forschungsgesellschaft	
Bauer	Gabriele	AT	Südwind Entwicklungspolitik Noe Sued	
Schwarz	Ingrid	AT	Südwind Entwicklungspolitik Noe Sued	
Schwarz	Andrea	AT	Südwind Entwicklungspolitik Noe Sued	
Stroes	Ernestjan	NL	Foundation Roodkoper/ Stichting Den Haag en Midden Europa	
Puchelshi	Sonja	DE	Nell-Breuning-Haus	
Chuddy	Cor	DE	Nell-Breuning-Haus	

4	Venue	Month		Year
	BFG Burgenländische, Austria	August		2009
Brauns	Hans-Dieter	DE	Deutsche Angestellten-Akademie	
Buckert	Gesine	DE	Deutsche Angestellten-Akademie	
Altevogt-Brauns	Annegret	DE	Deutsche Angestellten-Akademie	
Niebisch	Joachim	DE	Deutsche Angestellten-Akademie	
Brodie	Mary	IRL	County Sligo VEC	
Rudden	Michelle	IRL	County Sligo VEC	
McLoughlin	Bridie	IRL	County Sligo VEC	
Lindsey	Michelle	IRL	County Sligo VEC	
Lang	Alfred (Host)	AT	BFG Burgenländische Forschungsgesellschaft	
Tschögl	Gert (Host)	AT	BFG Burgenländische Forschungsgesellschaft	
Stroes	Ernstjan	NL	Foundation Roodkoper/ Stichting Den Haag en Midden Europa	
Kijowska-Stroes	Ewa	NL	Foundation Roodkoper/ Stichting Den Haag en Midden Europa	
Puchelshi	Sonja	DE	Nell-Breuning-Haus	
Schwarz	Ingrid	AT	Südwind Entwicklungspolitik Noe Sued	
Schwarz	Andrea	AT	Südwind Entwicklungspolitik Noe Sued	

5	Venue	Month	Year
	Südwind, Austria	October	2009

Buchert	Gesine	DE	Deutsche Angestellten-Akademie
Brauns	Hans-Dieter	DE	Deutsche Angestellten-Akademie
Niebisch	Joachim	DE	Deutsche Angestellten-Akademie
Tighe	Geraldine	IRL	County Sligo VEC
Brodie	Mary	IRL	County Sligo VEC
Lang	Alfred	AT	BFG Burgenländische Forschungsgesellschaft
Tschögl	Gert	AT	BFG Burgenländische Forschungsgesellschaft
Tragler	Christine (Host)	AT	Südwind Entwicklungspolitik Noe Sued
Bauer	Gabriele (Host)	AT	Südwind Entwicklungspolitik Noe Sued
Schwarz	Andrea (Host)	AT	Südwind Entwicklungspolitik Noe Sued
Schwarz	Ingrid (Host)	AT	Südwind Entwicklungspolitik Noe Sued
Haberl	Matthias (Host)	AT	Südwind Entwicklungspolitik Noe Sued
Cenkala	Claudia	NL	Foundation Roodkoper/ Stichting Den Haag en Midden Europa
Chabowska	Agnieszka	NL	Foundation Roodkoper/ Stichting Den Haag en Midden Europa
Paraska	Joanna	NL	Foundation Roodkoper/ Stichting Den Haag en Midden Europa
Rissmaier	Rainer	DE	Nell-Breuning-Haus
Tetzner	Gabriele	DE	Nell-Breuning-Haus
Puchelshi	Sonja	DE	Nell-Breuning-Haus
Darboven	Behrendt	DE	Nell-Breuning-Haus
Hoever	Hans	DE	Nell-Breuning-Haus

6	Venue	Month	Year
	Venue: Maastricht, Netherlands	December	2009

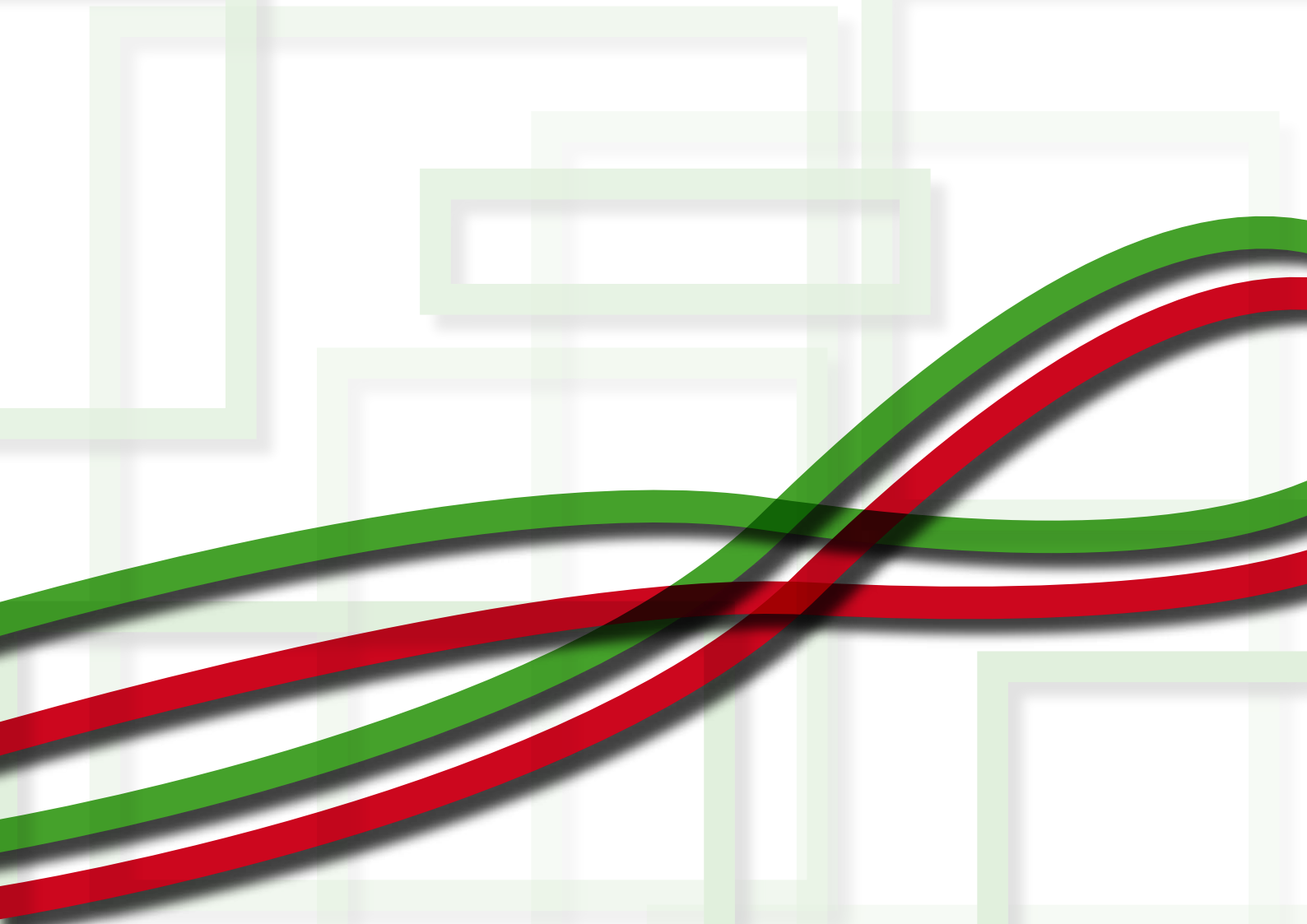
Brauns	Hans-Dieter	DE	Deutsche Angestellten-Akademie
Buckert	Gesine	DE	Deutsche Angestellten-Akademie
Lang	Alfred	AT	BFG Burgenländische Forschungsgesellschaft
Tschögl	Gert	AT	BFG Burgenländische Forschungsgesellschaft
Stroes	Ernstjan	NL	Foundation Roodkoper/ Stichting Den Haag en Midden Europa
Van Harten	Marten	NL	Foundation Roodkoper/ Stichting Den Haag en Midden Europa
Haberl	Matthias	AT	Südwind Entwicklungspolitik Noe Sued
Rissmaier	Rainer	DE	Nell-Breuning-Haus
Tetzner	Gabriele	DE	Nell-Breuning-Haus
Puchelshi	Sonja	DE	Nell-Breuning-Haus
Darboven	Behrendt	DE	Nell-Breuning-Haus
Darboven	Rita	DE	Nell-Breuning-Haus
Puchelshi	Sonja	DE	Nell-Breuning-Haus

7	Venue	Month	Year
	DAA, Germany	April	2010

Brauns	Hans-Dieter (Host)	DE	Deutsche Angestellten-Akademie
Buckert	Gesine (Host)	DE	Deutsche Angestellten-Akademie
Niebisch	Joachim (Host)	DE	Deutsche Angestellten-Akademie
Brodie	Mary	IRL	County Sligo VEC
Rudden	Michelle	IRL	County Sligo VEC
McLoughlin	Bridie	IRL	County Sligo VEC
Lang	Alfred	AT	BFG Burgenländische Forschungsgesellschaft
Tschögl	Gert	AT	BFG Burgenländische Forschungsgesellschaft
Van Den Bogaard	Agnieszka	NL	Foundation Roodkoper/ Stichting Den Haag en Midden Europa
Kijowska-Stroes	Ewa	NL	Foundation Roodkoper/ Stichting Den Haag en Midden Europa
Puchelshi	Sonja	DE	Nell-Breuning-Haus
Tetzner	Gabriele	DE	Nell-Breuning-Haus
Schwarz	Ingrid	AT	Südwind Entwicklungspolitik Noe Sued
Mattias	Habert	AT	Südwind Entwicklungspolitik Noe Sued

8	Venue	Month	Year
	Foundation Roodkoper/ Stichting Den Haag en Midden Europa, Le Hague	May	2010

Brauns	Hans-Dieter	DE	Deutsche Angestellten-Akademie
Buckert	Gesine	DE	Deutsche Angestellten-Akademie
Niebisch	Joachim	DE	Deutsche Angestellten-Akademie
Brodie	Mary	IRL	County Sligo VEC
Rudden	Michelle	IRL	County Sligo VEC
McLoughlin	Bridie	IRL	County Sligo VEC
Lang	Alfred	AT	BFG Burgenländische Forschungsgesellschaft
Tschögl	Gert	AT	BFG Burgenländische Forschungsgesellschaft
Stroes	Ernstjan (Host)	NL	Foundation Roodkoper/ Stichting Den Haag en Midden Europa
Kijowska-Stroes	Ewa(Host)	NL	Foundation Roodkoper/ Stichting Den Haag en Midden Europa
Chabowska	Agnieszka (Host)	NL	Foundation Roodkoper/ Stichting Den Haag en Midden Europa
Puchelshi	Sonja	DE	Nell-Breuning-Haus
Schwarz	Ingrid	AT	Südwind Entwicklungspolitik Noe Sued
Haberl	Matthias	AT	Südwind Entwicklungspolitik Noe Sued



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