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## SOCIAL INCLUSION OF MIGRANTS THROUGH PEER LEARNING EXPERIENCE



# PAPER OF RECOMMENDATIONS

### LEAD ORGANISATION

**Name:** KulturLife gGmbH  
**Location:** Kiel, Germany  
**Website:** [www.kultur-life.de](http://www.kultur-life.de)

### PROJECT DURATION

01.10.2017-30.04.2019

### ERASMUS+ PROJECT

2017-1-DE02-KA202-004147

### PARTNERS

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**GRM NOVO MESTO - CENTER BIOTEHNIKE IN TURIZMA**  
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Spain, [www.hetel.eus/index.php/eu](http://www.hetel.eus/index.php/eu)

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## 1. INTRODUCTION

*What SIMPLE is about?*

SIMPLE is a project funded as a strategic partnership under the category of Erasmus+ Key Action 2 Cooperation for innovation and the exchange of good practice within the field of Vocational Education and Training. Strategic partnerships aim in general to foster “development, transfer and/or implementation of innovative practices as well as the implementation of joint initiatives promoting cooperation, peer learning and exchanges of experience at European level”

*[Source: European Commission, Erasmus+ Programme Guide  
[https://ec.europa.eu/programmes/erasmus-plus/programme-guide/part-b/three-key-actions/key-action-2/strategic-partnerships-field-education-training-youth\\_en](https://ec.europa.eu/programmes/erasmus-plus/programme-guide/part-b/three-key-actions/key-action-2/strategic-partnerships-field-education-training-youth_en)]*

Projects within the category of Strategic Partnerships there is a distinction to be made between partnerships for innovation, on the one hand, and those for exchange of good practice, on the other hand. The projects for exchange of good practice, as which the SIMPLE project is designed, aims to initiate and strengthen networks, foster capacities, exchange ideas and methods. SIMPLE started on 1<sup>st</sup> October 2017 and ended on 30<sup>th</sup> April 2019.

PAP. The project focused on the exchange of good practices regarding the use of peer learning techniques to promote the social inclusion of migrants and refugees into the vocational education and training (hereafter VET). The project team of SIMPLE had a closer look at methods of peer learning which have been used for the integration of migrants in VET in all partner countries. Those methods prevent segregation and discrimination and furthermore teachers and trainers are able to deal better with cultural diversity, conflicts and to build up a heterogeneous learning environment. They can easily be adapted and implemented by other VET schools, secondary schools, NGOs or educational institutes. SIMPLE reacted towards the need of a European strategy of social inclusion within the educational sector.

The target groups of SIMPLE are teachers, migrants and students who have been involved in peer learning activities in VET. The project included six transnational meetings. In each meeting the partners visited peer learning groups and activities and identified common methods for a successful implementation of peer learning methods.

Video about the project:

[https://www.youtube.com/watch?time\\_continue=4&v=\\_iBddbcUjaE](https://www.youtube.com/watch?time_continue=4&v=_iBddbcUjaE)

## 2. CONTEXT

*Why did we create the project?*

SIMPLE reacts towards the immense immigration to Europe. Since 2013 51 million people are on the move, in 2014 the EU registered 571.000 applications for asylum and in 2015 the number of initial request increased up to 1.322,190 million meaning an increase of 110 % in comparison to 2014.

Germany received 441.899 initial applications in 2015 of which 26, 5 % applicants were under 16 years old, 24, 8 % applicants were between 18 – 25 years old and 15, 2 % between 25 – 30 years old [Source: BAMF Das Bundesamt in Zahlen 2015, Asyl, Migration und Integration]. The average age of the applicants is similar in other European countries. The amount of migrants without a vocational training is very high but the expected number of long-term employments amounted to 55 % [Source: IAB Institut für Arbeitsmarkt- und Berufsforschung 08/2015]. Therefore the need of a successful integration into the VET sector is getting more important. This overall objective can be reached through language acquisition and the access to the VET sector; those are key actions for a successful integration into the society. The access to education will minimize the risk of unemployment and lead to a social inclusion. SIMPLE will identify and compare good practice examples of the integration of migrants into the VET sector and share them with the relevant target groups.

To understand the challenges of a successful integration into VET we will have to look into the legal basis within Europe. In Europe children have not only the right but the duty to learn the national language and go to school. This right includes foreign children and migrants. According to Article 28 of the UNO agreement on child protection“ (1) Contracting States recognize the right of the child to education; In order to progressively achieve the attainment of this right on the basis of equality of opportunity, they will in particular [...] b. Promote the development of various forms of secondary schools of a general and vocational nature, make them available to all children and make them accessible [...] d. Provide educational and professional advice to all children”.

The right of education is deeply rooted in the European Union and their asylum policy. Therefore SIMPLE is not only a national topic but a European topic. The integration of migrants into VET and the social inclusion of migrants does not end at a national border. Europe shall be experienced as a living environment for migrants and Europeans as well as a place to learn and work in a sustainable way. All European countries are affected by immigration and need to exchange their best practice concepts to develop a common understanding regarding the importance of the integration of migrants into the VET sector. Furthermore SIMPLE strongly supports Sub-European items 1 and 2 and item 4 in European level for the Paris Declaration. The prevention of radicalization is getting more and more important with regard to extremism and terrorism in Europe.

### 3. METHODOLOGY

#### *What is Peer Learning?*

Peer learning has mostly been used in non-formal education environments but originally targeted core skills of students. In the last years the methodology has been modified and adapted for emotive learning processes. Social and emotional gains through peer learning are nowadays as important as cognitive gains. SIMPLE uses those processes for the social inclusion of migrants.

Peer learning can be defined as the acquisition of knowledge and skill through active helping and supporting among status equal or matched companions. It involves people from similar social groupings who are not professional teachers helping each other to learn and learning themselves by so doing”. [Source: Trends in Peer Learning, Keith J. Topping in Educational Psychology Vol. 25, 2005].

Peer learning has mostly been used in education environments and originally targeted core skills areas such as science or readings. In the last years the methodology has been modified and adapted for emotive learning processes e.g. for “after school activities” where rather social interaction was the main goal than learning. It has been shown that a collective form of learning fits better to students from minority groups than the traditional courses and learning activities.

SIMPLE focused on this methodology since social and emotional gains through peer learning are nowadays as important as cognitive gains. The pragmatic reason for using the methodology for the social inclusion of migrants into the education sector is linked to the fact that this method can be used without increasing the overall work load of the educational staff in schools and companies. Another important aspect of peer learning is the effect that this method values the cooperation over competition and raises self-awareness and reflection amongst the involved students and migrants.

Furthermore the following practical aspects of the methodology have been discussed and compared in SIMPLE

1. Participants [the question of the voluntariness of the participants, best practice of possible matching systems, motivation for the participation of both mentors and mentees]
2. Time
3. Place
4. Frequency
5. Content and materials
6. Training for staff, mentors and mentees
7. Feedback
8. Monitoring
9. Assessment

#### 4. THE PARTNERS

*Who was part of the project?*

The partnership was built on the following criteria:

1. Working in the field of VET
2. Experiences with peer learning. Implementation and creation of own peer learning groups and projects in the field of VET.
3. Expertise of social inclusion of migrants especially refugees within the educational sector.
4. Being part of a VET Network
5. Direct access to VET students and teachers

Another relevant aspect for choosing the partners of SIMPLE has been the geographical position of the partners as some European areas are stronger affected by the refugee crisis. For this reason SIMPLE tried to choose countries where migrants are likely to settle down. Furthermore SIMPLE wanted to include countries who have already been experienced with the hosting of migrants. For this reason we decided to include Spain since Spain has a long history of immigration from northern African countries as well as Slovenia, as the country has received many refugees from the war-torn Balkan neighbors.



## KULTURLIFE GMBH (PROJECT COORDINATOR)

*[www.kultur-life.de](http://www.kultur-life.de)*

KulturLife is an NGO that specializes in different fields of intercultural communication. Our key activities range from different internships abroad, high school exchange programs to international projects under funding such as Erasmus+.

KulturLife is an expert in Global and Transformative Learning as this combination and method has been developed by KulturLife to become very useful. It was brought to perfection over twenty years of KulturLife's existence while training and preparing thousands of young people for mobilities. The recent inclusion of young refugees to the target groups of KulturLife due to engagement in different local projects encouraged us to explore the potential of peer learning for migrants.

KulturLife is in the perfect outset to coordinate a strategic partnership in the field of refugee support focusing on vocational education, as we:

1. regularly run seminars on intercultural communication with youngsters.
2. have a network of 40 vocational schools and teachers from the vocational and secondary field
3. have a network of European partners whom we have worked with on other projects in the past
4. support a very dynamic grassroots initiative on peer learning at vocational schools
5. have expertise in peer learning approaches with our alumni network

Due to the large influx of migrants in Northern Germany, we soon began working with immigrants. KulturLife has also a strong network of vocational schools, due to our history of large pool projects in KA1 that deal with refugees and other immigrants on a national level. The local vocational schools in Kiel have a strong focus on the inclusion of refugees in the educational system and the job market and have been working with peer learning for the social inclusion of refugees.



## ELAZIG MESLEKI VE TEKNİK ANADOLU LİSESİ (PARTNER ORGANISATION)

<http://www.elazigeml.meb.k12.tr/>

Elazig Vocational and Technical Anatolian High School (Elazig MTAL) was built in 1945. Each of the departments applies different programs. The fields of education are the following:

1. Wood Technology
2. Computer Multimedia
3. Electric and Electronics
4. Metal
5. Motorized Vehicle
6. Machines

The school has 140 staff members and 2020 students (aged between 13-19 years). 180 students graduate every year. After graduation, students also have a chance to study at universities. A modular training system has been implemented at the school more than a decade ago now. The school also provides night vocational education for adults and youngsters. Another education section consists of organizing vocational courses in different fields (starting from the age of 19 years).

Elazig Vocational and Technical Anatolian High School successfully coordinated and cooperated in many local, national and international projects in the past. Currently, it's coordinating Erasmus+ and other EU granted projects.

Due to the geographical position, the city hosts a large number of immigrants, mainly migrants from Syria, Afghanistan, Northern Iraq, Iran and African countries. The Provincial Directorate of National Education deals with the education of immigrants: In 2016/17 there was a total of 800 immigrant students spread among the 489 schools in the city of Elazig. The students are given training at every level of education (kindergarten, primary school, secondary school, vocational as well as high school and university).

Elazig MTAL has successfully completed a project on immigrants linked to peer learning [<http://project-mint-2010.blogspot.com.tr/>]. The project results have been implemented at the vocational college and are used to integrate migrants nowadays.



## GRM NOVO MESTO - CENTER BIOTEHNIKE IN TURIZMA (PARTNER ORGANISATION)

<https://grm-nm.si/>

Grm Novo mesto - centre of bio technics and tourism consists of several units:

1. Secondary school for Agriculture Grm and bio technics gymnasium
  2. Secondary school for gastronomy and tourism
  3. Vocational college
  4. Dormitory
- businesses connected to educational center, which operates with school property, food production facilities, house of culinary and tourism (coffee bar, bakery, restaurant, local shop), shop near production field in village Srebrniče, school shop at the school, etc.
  - Institute for rural development, which is responsible for regional development in the field of agriculture, rural development, care and safety of nature and tourism.

Grm Novo mesto educates 1.200 students on secondary level and on 6th and 7th Bologna level (College) and employs 170 people.

Through profitable activities (agriculture production, food production, food reproduction animal breeding, marketing, tourism, recreation, landscape management, environment care, school shops and restaurant) the students are educated in theoretical knowledge and practical skills as well. Grm Novo mesto encourages students towards seeking options to deploy their own working place in rural areas or self-employment. Within the education system Grm Novo mesto maintains traditional Slovenian manufacture. The goal is also the development of rural areas, progress of agriculture, higher competitiveness, environment care and maintenance of cultural and natural heritage. Grm Novo mesto also develops study programs for lifelong learning.

GRM Novo mesto created a very successful concept of peer learning together with the Association Društvo za razvijanje prostovoljnega dela Novo mesto (Association for Developing Voluntary Work Novo mesto) with the mission to contribute to a more inclusive and open society for all and to deal with inclusion of socially excluded groups. The concept focuses on the integration of socially excluded groups, promotion of intercultural dialogue and an efficient connection of social work with culture and active inclusion of local majority population into the process. In daily centers migrants and local students can work in peer groups to learn the Slovene language and about the culture but as well on labour market topics.



## HEZIKETA TEKNIKOKO ELKARTEA (PARTNER ORGANISATION)

*<http://www.hetel.eus/index.php/eu/>*

HETEL is an association with 21 Vocational Education Centers created by a social initiative which is present in all regions in the Basque Country, Spain. It was founded in 1987 to promote and improve the Vocational Training provision. The objectives of the Association are the exchange of know-how between VET centers, foster innovation in VET education, both from a technological and pedagogical point of view and contribute to filling the gap between VET education and the demands of the business world.

The Vocational Training Centers of HETEL belong to the Network of Integrated Vocational Training Centers under the Basque Plan of Vocational Training.

Since 2001 HETEL is a member of EfVET (European Forum of Technical and Vocational Education and Training, [www.efvet.org](http://www.efvet.org)) and from 2015, holds the vice-presidency of the Spanish Board of EfVET.

In 2015, HETEL was awarded with the silver A, a recognition from the Basque Foundation for Advanced Management and Competitiveness given only to those organizations which have proved to have a management system based on the recognition and belonging of staff to the organization, the application of innovation to all processes, social commitment and a long term strategic thinking.

Together with the Basque Government and with different VET schools HETEL has developed a certain methodology which is based on cooperative learning, 360º evaluation (self-evaluation, peer evaluation and evaluation from the teacher) and problem based solving. This way students form groups from the beginning of the course and they are given different challenges they need to solve working in teams. The application of this methodology makes the students aware of their own capacities, of the capacities of others and helps to understand and solve differences among them. The courses start with different activities and techniques to get over cultural differences and to create a good atmosphere where everyone can feel included.



## PRO IFALL AB (PARTNER ORGANISATION)

*<http://proifall.se/>*

ProIFALL is located in the South of Sweden and was founded in 2015 with the main idea to develop non-formal education methods for young people. It is a SME with 2 people who are working for management and project development. There are also 5 experts working with non-formal education and project development. ProIFALL is a small scale enterprise yet it is connected with non-governmental organizations to build up the competences of the volunteers who can then work as expert on social issues and education. ProIFALL has now 20 volunteers in its network who are future experts in several areas related to education.

ProIFALL provides different activities of peer learning to schools (secondary and VET schools). Since 2015 and 2016 ProIFALL has provided over 50 peer learning activities towards 300 students (200 of them were refugees and migrants). Their aim is to challenge the formal education systems with non-formal activities which lead to a better social inclusion. Besides, they have developed different language learning packages which are used by different schools and are based on peer learning techniques. They have access to local VET schools and dispose over a network of national VET schools and stakeholders.

## 5. BEST PRACTICE EXAMPLES

The project included six transnational meetings. In the first five meetings the partners visited two or more peer learning groups and activities and identified common methods for a successful implementation of peer learning methods. On each meeting two local VET teachers as well as local students and migrants took part and reported about their personal experiences regarding the difficulties and advantages of the social inclusion through peer learning techniques. The final project meeting was used to bring together all results of the project and discuss the dissemination activities of the project.

### 5.1 GERMANY

The first transnational meeting took place as a project's kick-off-meeting in Kiel, Germany, from 23<sup>rd</sup> to 24<sup>th</sup> October 2017 and was hosted by KulturLife gGmbH.



#### EXAMPLE 1: KULTURGRENZENLOS E.V.

The 1<sup>st</sup> example shared was Kulturgrenzenlos e.V. It's an association for refugees and students in Kiel, by which the contact between local students and a refugee is established. Via regular intercultural offers additional space is created for networking between tandem partners and interested parties are given the opportunity to get to know the project.

Country	Germany
Title	Kulturgrenzenlos
Organization name	Kulturgrenzenlos e.V.
Author	Helen van Ravenstein
Methods	"Tandem Learning"
What is the project about?	Without any cultural limitations, a "tandem" project between refugees and people from Kiel, in which the contact between a local and a refugee is mediated. The aim of the project is to promote the social inclusion of refugees through a shared leisure and cultural exchange. The encounter designed to happen at eye level with the participants is at the forefront.

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During the semester, joint meetings take place on the 1st and 3rd Thursday of each month to which all participants are invited. During a trip to the bowling alley, a shared creativity or a table football tournament you can spend time with your “tandem” partner and get to know other “tandem” pairs.

Once a month the organisation organizes a meeting for female refugees and local women. The meetings take place every 3rd Saturday of the month. During the meeting the women get to know each other better and have time to exchange their experiences.

Group of particular interests such as football, volleyball, dance, gardening, movies.

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Aim of the project/Impact of the project/methods:

**Aim:**

The aim of the project is to promote social inclusion of refugees through a shared leisure and cultural exchange. Furthermore, the language skills will be trained.

**Impact:**

Improved social interactions, social inclusion

**Methods:**

“Tandem Learning” is originally a method of language learning based on mutual language exchange between “tandem” partners (ideally each learner is a native speaker in the language the proponent wishes to learn). Many language schools in the world organised as TANDEM International as well as many universities implement this method. In this project the method was used to build friendships and to foster social inclusion of the involved refugees within the local community of Kiel. As a side-effect the language skills will be improved

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Ways of Dissemination

All the material has been published on our website and social media resources:

<http://kulturgrenzenlos.de/>

<https://www.youtube.com/watch?v=vCbPlnXD2vg>

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How could this example be used by others?

This method can be adapted by any organisation/school or city to foster social inclusion of refugees within their environment.

1) The first step will be to build a matching system for refugees and someone from the local community/students. This could either take place on a personal level or could be done by a mentor/teacher who knows the involved persons.

2) The next step should be to think about some organisational structures how often shall the peers meet up, where/when and how often?

3) Furthermore the initiator should think about topics and interests to create different offers for the peers such as sports, education, leisure time activities

4) Finally there should be 1-2 responsible persons who can be contacted if any problem occurs within the peer groups

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### EXAMPLE 2: WILLKOMMENSLOTSE

The 2nd example is the so called “Willkommenslotse” [meaning “Welcome Guide”]. Various structures have been established in recent years to support companies with integrating refugees into the labor market. In 2018, 10,000 refugees were able to take up employment with the help of several “Willkommenslotse” - about a fifth more than in the year before. Most of the guides are linked to the chamber of crafts or chamber of commerce.

[Source: [https://www.iwd.de/artikel/fluechtlinge-willkommen-im-job-419952/?pk\\_campaign=Newsletter&pk\\_kwd=iwd-FI%C3%BCchtlinge%20im%20Job](https://www.iwd.de/artikel/fluechtlinge-willkommen-im-job-419952/?pk_campaign=Newsletter&pk_kwd=iwd-FI%C3%BCchtlinge%20im%20Job)]

Country	Germany
Title	Willkommenslotse
Organization name	HKW Lübeck (Chamber of Crafts Lübeck)
Author	Helen van Ravenstein
Methods	Mentorship
What is the project about?	<p>The integration of refugees will be the socio-political challenge of the upcoming years. It is particularly important that the concerned people can build a future perspective by finding a job or starting an apprenticeship.</p> <p>The project "Willkommenslotse"(welcome guides/mentors) of the Chamber of Crafts Lübeck is funded by the Federal Ministry of Economics and Energy as part of the program "Accurate Occupation - Support of SMEs in the accurate occupation of training places and the integration of foreign skilled workers". This should sensitize small and medium-sized companies for this topic as well as it should tackle the shortage of skilled workers.</p> <p>The three welcome guides/mentors support local businesses in the training and employment of refugees.</p> <p>Welcome guides provide information about the following aspects:</p> <ul style="list-style-type: none"> <li>• Information about employment</li> <li>• Counselling</li> <li>• Overview legal regulations</li> <li>• Assistance in filling training places</li> <li>• Contact person regarding company and social integration for refugees and companies</li> <li>• Building a corporate network</li> </ul>
Aim of the project/Impact of the project/methods:	<p><b>Aim:</b></p> <p>Provide advice on issues related to language promotion, residence status, qualification requirements as well as support and support options. In addition, help to establish and develop a welcoming attitude in the company and help companies to find suitable candidates among refugees for internships, training or job offers.</p>

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**Impact:**

- Increase the employability of refugees
- Effective learning of important working parameters
- Developing a new perspective of the job and understanding co-relations

**Methods:**

A person can have a formal mentoring style where the mentee needs to have a scheduled appointment or the mentoring style could be informal where the mentee can basically drop in on the mentor any time and pop in a query. Another kind of informal mentoring is where the mentee has personally identified a role model for himself and has requested this role-model to provide him career mentoring, to which the other person has agreed to. This type of mentor-mentee relationship is also known as private mentoring, as people won't know about this arrangement. This is different from the formal mentoring where certain senior people are assigned some new employees, whom they are to guide and mentor. This kind of mentoring relationship is called public mentoring.

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**Ways of Dissemination**

All the material has been published on our website and social media resources:

<https://www.hwk-luebeck.de/ausbildung/wege-ins-handwerk/projekt-willkommenslotse.html>

[https://www.hwk-luebeck.de/fileadmin/user\\_upload/ausbildung/wege-ins-handwerk/projekt\\_willkommenslotse/downloads/Flyer\\_Willkommenslotse.pdf](https://www.hwk-luebeck.de/fileadmin/user_upload/ausbildung/wege-ins-handwerk/projekt_willkommenslotse/downloads/Flyer_Willkommenslotse.pdf)

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**How could this example be used by others?**

1. Mentors who act as contact persons should be named
  2. Build networks with companies and training centers
  3. Create a coherent consultation offer
  4. Engage in educational work within the companies and create a "culture of welcoming"
  5. Bring together entrepreneurs and refugees
-



### EXAMPLE 3: IHK KIEL “WILLKOMMENSLOTSEN”

<b>Country</b>	Germany
<b>Title</b>	“Willkommenslotsen” (welcome guides)
<b>Organization name</b>	IHK Kiel (Chamber of Industry and Trade)
<b>Author</b>	Helen van Ravenstein
<b>Methods</b>	<p>Support companies to integrate refugees and migrants into vocational education and training.</p> <p>The task of the welcome guide is to provide companies with comprehensive information on the operational integration of refugees (for example, legal requirements, cultural integration or subsidies) and to provide contacts to competent contact persons.</p> <p>Further information can be found here: <a href="https://www.ihk-schleswig-holstein.de/bildung/ausbildung/projekte/willkommenslotsen/3580996#titleInText0">https://www.ihk-schleswig-holstein.de/bildung/ausbildung/projekte/willkommenslotsen/3580996#titleInText0</a></p>
<b>What is the project about?</b>	<p><b>Aim:</b></p> <p>The task of the welcome guide is to provide companies with comprehensive information on the operational integration of refugees (for example, legal requirements, cultural integration or subsidies) and to provide contacts to competent contact person. Their goal is to identify training and qualification opportunities in companies and to provide suitable refugees with a perfect match.</p> <p>What a so called welcome guide does:</p> <ul style="list-style-type: none"> <li>• Take care of applicant search and make a selection for the company</li> <li>• Clarification of legal framework conditions for internships, training and employment, especially in connection with residence status</li> <li>• Assistance in administrative matters</li> </ul>



- Regional and national support and support programs for businesses
- Interlocking with other initiatives for support during the training period
- Building and developing a “culture of welcoming” in the company

**Impact:**

The excellent interface function of the welcome guides both between companies and refugees as well as job centers, employment agencies, immigration authorities as well as schools and vocational colleges is helpful.

<b>Aim of the project/Impact of the project/methods:</b>	Success stories can be shared as “good practice” examples to motivate other companies to follow the way of inclusion through social media and institutional newsletters or websites.
<b>Ways of Dissemination</b>	Success stories can be shared as "good practice" examples to motivate other companies to follow the way of inclusion through social media and institutional newsletters or websites.
<b>How could this example be used by others?</b>	The project can be transferred to any organization or chamber of commerce who support companies in the process of inclusion of migrants and refugees

**EXAMPLE 4: ZEIK – CENTER FOR EMPOWERMENT AND INTERCULTURAL CREATIVITY**

<b>Country</b>	Germany
<b>Title</b>	ZEIK Courses
<b>Organization name</b>	ZEIK – Center for Empowerment and Intercultural Creativity
<b>Author</b>	Helen van Ravenstein
<b>Methods</b>	<p>ZEIK offers a wide range of methods and projects such as:</p> <ul style="list-style-type: none"> <li>• The Poetry Project: this kind of workshop is a practice that is common in Arab and Persian countries: the telling of a personal story in poem form. Within the workshop you have the opportunity under the guidance and with the help of an interpreter to write poems that show your experiences from your own perspective. Further information (in German) <a href="https://www.zeik-kiel.de/en/projekte/#thumb1">https://www.zeik-kiel.de/en/projekte/#thumb1</a></li> <li>• “Programming for beginners: The IT industry is constantly looking for software developers and other IT professionals. Training as a computer scientist or</li> </ul>



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studying computer science usually ensures a good future in Germany and around the world. But also in many other professions programming skills are increasingly needed. In this course, the basics in the language Java and object-oriented programming are taught.

[Source: [https://www.zeik-kiel.de/en/wpos\\_portfolio/programmierung-fur-anfangerinnen-2/#more-790](https://www.zeik-kiel.de/en/wpos_portfolio/programmierung-fur-anfangerinnen-2/#more-790)]

- “Advent Calendar”- the ZEIK advent calendar 2018 shows 24 personal stories of refugees from Kiel and what they think about democracy. You can see the results here: <https://www.zeik-kiel.de/adventskalender/>

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### What is the project about?

The idea of “ZEIK – Center for Empowerment and Intercultural Creativity” was born at the beginning of 2017. A group of young refugees from different countries of origin have worked since end of 2014 as guides for the Guiding Group for Refugees (a project of the ZBBS e.V.). They assist new immigrants upon their arrival to Kiel, on a voluntary basis, as native-speaking companions. Through joint ventures and regular meetings they have grown together into a multicultural team.

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### Aim of the project/Impact of the project/methods:

#### Aim:

As refugees, they want to work for democracy and tolerance in Germany and assume social responsibility for a good coexistence in their new home. For this they needed a place where they can regularly meet and offer workshops, courses and events for others. That’s why they participated in the crowdfunding contest of the Hertie Foundation and were among the winners of the contest.

#### Impact:

On the one hand, they want to reach out to the residents of Gaarden (district of Kiel) and Kiel with their offers at ZEIK and, on the other hand, give newcomers hope and power, so that they can get involved in cultural and social life in Kiel.

ZEIK is a place of intercultural encounter and exchange with a diverse range of different projects which you can find here: <https://www.zeik-kiel.de/en/projekte/>

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### Ways of Dissemination

Project activities can be shared and disseminated through local newspaper to reach the target group, as well as through Social Media (Facebook page)

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### How could this example be used by others?

The project can be transferred to any organization working with people from different countries.

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## 5.2 SLOVENIA

The second transnational meeting took place in Novo Mesto, Slovenia, from 20<sup>th</sup> to 21<sup>st</sup> February 2018 and was hosted by Grm Novo mesto.



### EXAMPLE 1: LEARNING SOME BASIC WORDS

<b>Country</b>	Slovenia
<b>Title</b>	Learning some basic words
<b>Organization name</b>	Grm Novo mesto – center biotehnike in turizma
<b>Author</b>	Barbara Turk
<b>Methods</b>	<p>The students are gathered in smaller groups. There are some Slovenian students and some foreign language speaking students.</p> <p>The teacher gives a list of words in English. Students have to teach each other these words in their native language and find the thing in the nature /school and make a selfie with it. The first group that finishes the task gets some reward.</p>
<b>What is the project about?</b>	<p>Students come from different foreign countries. When they first enter the school in Slovenia, they don't know the language and sometimes they arrive just before the school begins.</p> <p>When the students come, they have some knowledge of English. So we use that language to connect students to start learning Slovenian language.</p> <p>So the priority is to learn Slovenian in order to be able to integrate in the community and into the educational system. The method teaches beside Slovenian language also the language of the foreign students and team work.</p>
<b>Aim of the project/Impact of the project/methods:</b>	<p><b>Aim:</b></p> <p>The aim is to learn Slovenian language and connect students in the class. A lot of importance is given to motivation and welcome.</p>

**Impact:**

In most cases the method produces successful results. Students work together and learn words in another language. This way, they can better communicate and interact with each other. Non-Slovenian speaking students get the feeling of being valued and of acceptance because Slovenian students are also learning their native language.

**Ways of Dissemination**

There are no special ways of dissemination.

**How could this example be used by others?**

The example is applicable to any organization working with people from different countries.

**5.3 SPAIN**

The third transnational meeting took place in Bilbao, Spain, from 08<sup>th</sup> to 9<sup>th</sup> May 2018 and was hosted by HETEL.



**EXAMPLE 1: COOPERATIVE LEARNING IN VET**

<b>Country</b>	Spain
<b>Title</b>	Cooperative Learning in VET
<b>Organization name</b>	HETEL
<b>Author</b>	Tamara Rodríguez
<b>Methods</b>	Cooperative learning
<b>What is the project about?</b>	<p>Better than a project, cooperative learning is a methodology that is being implemented little by little in Basque schools.</p> <p>It started to be implemented in primary education schools but due to its capacity to improve transversal skills and to produce</p>

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a better inclusion of all students in the class, it is starting to be adopted also in VET.

The reason to be applied and being successful especially in VET is due to a wider variety of circumstances surrounding VET students (compared for example with university students). Many VET students, especially in lower levels of VET (EQF 1-3) have the feeling (also their families!) that they are in VET because they are not good enough to be in university. By using the methodology of cooperative learning they all realise that everyone has abilities to contribute to achieve a common objective and this has an empowering effect on students, who are more willing to learn and cooperate and get a higher self-esteem.

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**Aim of the project/Impact of the project/methods:**

**Aim:**

The aim is to show that everyone is good at something and that working together is possible to achieve higher objectives.

**Impact:**

Every student feels part of the class.

Better class atmosphere.

Students learn from each other and learn to appreciate the qualities of their peers.

Development of team work, problem solving and conflict management skills.

**Methods:**

The method is based on Glasser's pyramid, which sets "teaching others" as the most effective way of learning.

- Cooperative learning is a very structured form of group work.
  - The teacher makes diverse student groups, taking into consideration the features of each integrant (working style, communication style, good skills and skills to be developed).
  - At the beginning, sometime is devoted to create a good class atmosphere, where every student feels included, valued and respected.
  - The role of the teacher is being a mediator and a coach for the students, but students are the centre of learning.
  - All members of the group are responsible for understanding the subject and for a specific part of the subject. If one fails, everybody fails because it is not possible to achieve the objective.
  - Each member has his/her own role.
  - Activities require interaction, cooperation and other skills.
  - Work is not finished until everybody finishes.
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<b>Ways of Dissemination</b>	Some materials related to cooperative learning, including some activities to be done in class, can be found here: <a href="http://vocoltrianqles.eu/about/cooperative-learning-guide/">http://vocoltrianqles.eu/about/cooperative-learning-guide/</a>
<b>How could this example be used by others?</b>	<ol style="list-style-type: none"> <li>1. First teachers should be trained in the use of cooperative learning</li> <li>2. Teachers should have the support of the school management, as this changes completely the role of the teacher in a VET school and how he/she relates to the students and evaluates them.</li> <li>3. Teachers can then use materials available or create their own ones.</li> </ol>

### EXAMPLE 2: FIRST WELCOME TO MINOR IMMIGRANTS

<b>Country</b>	Spain
<b>Title</b>	First welcome to minor immigrants
<b>Organization name</b>	Centro Formativo Otxarkoaga (associated to HETEL)
<b>Author</b>	Tamara Rodríguez
<b>Methods</b>	<p>The minor migrants are gathered in a same group and the most experienced ones with language and other subjects teach the ones with less experience or just arrived.</p> <p>Activities with non-migrant students are also organised, for example cooking contests where a student from abroad has to teach a student from the Basque Country to cook a typical dish from his/her country and vice versa.</p>
<b>What is the project about?</b>	<p>It is a project done in cooperation by the provincial government of Biscay, organizations dealing with immigrants and a secondary education and VET school (Centro Formativo Otxarkoaga).</p> <p>When minor migrants (without their parents in most of the cases) arrive to the Basque Country, those agents coordinate to provide them accommodation, a tutor and training.</p> <p>Priority is given to the learning of Spanish, in order to be able to integrate in the community and into the education system.</p> <p>Apart from the learning of Spanish, the project articulates on other 3 factors:</p> <ul style="list-style-type: none"> <li>• Learning of transversal subjects: mathematics, history, informatics.</li> <li>• Learning of vocational subjects, experiencing different</li> </ul>

vocational areas in order to be able to choose the preferred one later on.

- Spare time activities, with the rest of the minors in the programme and also with other students (non-migrants) from the school. These activities are organised during the weekend normally and with no cost.

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**Aim of the project/Impact of the project/methods:**
**Aim:**

The aim is to facilitate the integration of minor immigrants into the Basque community, starting by learning Spanish. A lot of importance is given to motivation and welcome, so the minors feel safe and with hope.

**Impact:**

In most of cases the project produces successful results. After a year, most of the minors are able to speak Spanish fluently enough as to follow a class and many of them continue to vocational education or to secondary education, depending on the cases.

It also has positive results in the integration in the community, especially because of the interaction with other non-migrant students.

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**Ways of Dissemination**

The school gives each minor migrant just arrived a dossier with information about Spanish culture (what is sociable acceptable and what is not, which are their rights, who can support them to integrate with the community...)

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**How could this example be used by others?**

The example is applicable by any organization working with minor immigrants.

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**EXAMPLE 3: PBL AND COOPERATIVE LEARNING FOR STUDENTS WITH SPECIAL NEEDS**

<b>Country</b>	Spain
<b>Title</b>	PBL and cooperative learning for students with special needs
<b>Organization name</b>	Cooperativa Peñascal, VET school associated to HETEL
<b>Author</b>	Tamara Rodríguez
<b>Methods</b>	PBL and cooperative learning

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**What is the project about?**

Students in Cooperativa Peñascal come from disadvantaged backgrounds, including immigrants with difficulties with Spanish or with very low level of qualification.

In this VET school, students work in teams and in real projects they need to carry out together. The school holds inside different companies which employ some of the students and the projects carried out by the students many times end up been commercialised by these companies.

One of the advantages is that students are given the responsibility of the success of their own team, so they have an incentive to work together and help each other. Each person in the team gives the best of him/her doing the tasks easier for them. To achieve this, teams are composed in a balance way, with people with lower skills and people with higher skills and also taking into consideration personality features so one support each other.

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**Aim of the project/Impact of the project/methods:****Aim:**

The aim of the project is to provide students with difficulties for learning with skills but above all the motivation to not to drop off school and get a certificate in vocational education.

**Impact:**

The use of these methodologies for learning are very motivating for students, as they are given responsibility and they see the results of their work in real life, sometimes even for a commercial use, which is very satisfying. Also they have the opportunity to learn from others and teach others, which makes them feel empowered.

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**Ways of Dissemination**

<http://www.grupopenascal.com/actividades-alumnado/>

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**How could this example be used by others?**

PBL and cooperative learning can be applied in any school and is a good method to promote inclusion in VET schools.

Training by the teachers is needed regarding how to create and design projects to be carried out by students, how to organise teams, methods of motivation and assessment and so on.



## 5.4 SWEDEN

The fourth transnational meeting took place in Örkelljunga, Sweden, from 12<sup>th</sup> to 13<sup>th</sup> September 2018 and was hosted by PRO IFALL AB.



### EXAMPLE 1: AUTOBIOGRAPHICAL STORYTELLING METHOD: THE RIVER OF LIFE

Country	Sweden
Title	Autobiographical Storytelling Method: The River of Life
Organization name	IFALL
Author	Charlotte Elisha Meletli
Methods	Autobiographical
What is the project about?	<p>The project is about promoting both group work and individual work.</p> <p>The activity: The River of Life is a flexible creative project and can be used for individual introductions, for groups to look at a projects problem or opportunity, for groups to reflect on progress.</p>
Aim of the project/Impact of the project/methods:	<p><b>Aim:</b></p> <p>The aim of the project is to gather a diverse range of people; immigrant, refugee and local people in order to share life experiences and share knowledge through visual autobiographical storytelling methods.</p> <p><b>Impact:</b></p> <p>Allows individual person reflection and improves social interaction.</p> <p>Allows deep thought provoking conversation and creative discover.</p> <p><b>Methods:</b></p> <p>The activity method focusses on creativity. The activity method begins with create visual posters that represent each</p>



	<p>individual's thought that can also come together as a whole image. Each poster can have photos, 3D elements, card, materials, paint, glitter, glue, magazine cuttings, drawing etc. This activity incorporates reflection and a debrief session afterwards.</p>
Ways of Dissemination	<p>Observation and Implementation of Session:  <a href="https://goo.gl/nyQmeY">https://goo.gl/nyQmeY</a>  <a href="https://goo.gl/tngCoQ">https://goo.gl/tngCoQ</a></p> <p>As this is a very personal method, the results of the method may not be possible to share.</p>
How could this example be used by others?	<p>Activities within the Autobiographical Method such as The River of Life have the potential to support all types of vulnerable and disadvantaged young people</p> <p>Using this tool gives all types of users the time to reflect on their past accomplishments and challenges and enables them to create an individual or shared vision. This vision can be related to any organisation as a group activity or the individual refugee.</p> <p>This activity is user led meaning the chosen user can take what they want from the activity and tailor it to their own needs. It helps anyone to explore the creative tension between expectations/realities and developed actionable steps to operationalize a shared vision.</p>

### EXAMPLE 2: REFLECT! FILM! SPREAD!: KASAM

Country	Sweden
Title	REFLECT! FILM! SPREAD!: KASAM
Organization name	IFALL
Author	Charlotte Elisha Meletli
Methods	Film-Making Method
What is the project about?	<p>The project REFLECT! FILM! SPREAD! aims to Simply, finding meaning in life! It focuses on the "Resilience" theory and attempts to answer the question: Why has one refugee young people managed to maintain a strong sense of self while another young person has really struggled? What were the elements in that person's life that meant they were able to maintain their mental and physical state of mind? This is done</p>

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through the creation of films.

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Aim of the project/Impact of the project/methods:

**Aim:**

The aim of the project support unaccompanied minors and involves them in formulating the challenges they face in their new country, but also find opportunities and solutions.

**Impact:**

Improve emotional wellbeing and increase creativity.

**Methods:**

The KASAM model is a central part of the film making process. It focuses on 3 principles;

- Meaningfulness
- Comprehension
- Manageability

These concepts are then captured in films. The process is more than just making films. Social activities are incorporated to achieve a good network and rapport amongst the unaccompanied minors before filming is crucial. Individual interviews with unaccompanied minors are needed also.

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Ways of Dissemination

All the material have been published on our website and social media resources:

[fall.se/filmprojekt](http://fall.se/filmprojekt)

[https://www.youtube.com/watch?v=OoR\\_nbTfhIU](https://www.youtube.com/watch?v=OoR_nbTfhIU)

<https://www.youtube.com/watch?v=ee01OB6xydI>

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How could this example be used by others?

This method can be adapted by different organisations that face different social problems. Municipalities, organizations, social workers who work with the primary target, the majority society. They can take the same format into their organizations. The KASAM model can be applied to the overall concept of the organization. All activities can be analyzed based on Meaningfulness, Comprehension, Manageability

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## 5.5 TURKEY

The fifth transnational meeting took place in Elazig, Turkey, from 06<sup>th</sup> to 07<sup>th</sup> February 2019 and was hosted by ELAZIG MESLEKI ve TEKNİK ANADOLU LİSESİ.



### EXAMPLE 1: COOPERATIVE PEER LEARNING IN VOCATIONAL SCHOOL

Country	Turkey
Title	Cooperative Peer Learning in Vocational School
Organization name	EMTAL
Author	Mustafa Aydın
Methods	Cooperative /peer/ supportive learning
What is the project about?	<p>This method is taken from the training for the 4<sup>th</sup> grade of vocational school students and it's based on a mix of cooperative/peer and supportive learning.</p> <p>It is common in the Turkish education system that all vocational schools have the same curriculum for 4<sup>th</sup> grade students. It is a mixed education: 3 days of training with peers at companies, factories and 2 days of lectures at school.</p> <p>The main idea starts with supporting the students' education with modern technology at companies and factories. Because most of the VET schools have only a low level of technology and equipment which is due to those being very expensive. Therefore, students are supported through training at companies, factories. But there are some things to focus on with regard to peer learning and cooperative learning. The students receive training together with students from other schools within the same training area and they have to work together. The companies and factories are volunteering for this part of education. This cooperative learning is supported by coordinating teachers from VET schools and they give support if any problem occurs during the training and they also observe the students' progress.</p>

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Aim of the project/Impact of the project/methods:

**Aim:**

The aim is to support students' education by training at factories/companies by peer and cooperative learning. The importance is given to working together by sharing their own knowledge and experiences with others.

**Impact:**

- Real working atmosphere
- Different students from different schools have a chance to learn together at the same factory/company
- Supportive learning by coordinating teachers and volunteer companies
- Students learn from each other and learn to appreciate the qualities of their peers. Sharing own knowledge and experiences.
- Cooperative learning by school and companies. Development of team work, problem solving and conflict management skills.
- Learn to learn, learn to share.

**Methods:**

- Every year in May each company/factory report to the provincial national education about how many students/professions they would like to work with/in.
  - At the end of May the numbers directed to each vocational school in the city/region. It is important that each school can send an equal number of students to this kind of training.
  - The council decides to make diverse student groups from each vocational school. They can improve their learning abilities by working together. Improve communication abilities and skills by peer education.
  - If they have any problem during their training then the coordinating teachers can give support. The teachers from each vocational school visit the students in the companies/factories on a weekly basis. They do observations and prepare daily and monthly reports. They communicate with the responsible educator of the company and support the students by cooperating with them.
  - The coordinating teachers from each school act as coaches for the students, but students are the centre of learning.
  - All students of the same company have the same education by the same educator. This is a good way for peer learning, sharing and developing learning activities.
  - They usually meet with some young workers almost at same age range as they are themselves and develop
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their communication and learning activities with them.

- Activities require interaction, cooperation and other skills.
- Each student is responsible for learning activities and companies pay money to them for their work.

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#### Ways of Dissemination

Some materials (documents, videos and information) about cooperative learning and training at companies can be found here:

<http://www.eba.gov.tr/arama?q=I%C5%9Fletmelerde%20beceri%20e%C4%9Fitimi>

[www.mevzuat.gov.tr/MevzuatMetin/1.5.3308.doc](http://www.mevzuat.gov.tr/MevzuatMetin/1.5.3308.doc)

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#### How could this example be used by others?

The students must be divided into peer groups where each one is from a different VET school.

The coordination must be well done between companies and VET schools.

Students/teachers and company educators should be trained in the use of cooperative and peer learning

Students should develop their learning and communication abilities by helping each other.

Coordinating teachers should do a good observation about the training period. Also they should be in a good relation with companies, company educators.

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## 6. CONCLUSION AND RECOMMENDATION

During the project duration we could see that the numbers of refugees in VET are constantly growing. In Germany for example around 14,000 of them started vocational training in 2018, compared to just 9,500 in the year of 2017. In November 2018, around 380,000 people from the main asylum seeking countries Afghanistan, Eritrea, Iraq, Iran, Nigeria, Pakistan, Somalia and Syria were employed in Germany - nearly 40 percent more than a year before.

[Source: [https://www.iwd.de/artikel/fluechtlinge-willkommen-im-job-419952/?pk\\_campaign=Newsletter&pk\\_kwd=iwd-FI%C3%BCchtlinge%20im%20Job](https://www.iwd.de/artikel/fluechtlinge-willkommen-im-job-419952/?pk_campaign=Newsletter&pk_kwd=iwd-FI%C3%BCchtlinge%20im%20Job) ]

The main difficulties which could be identified by companies and trainers concern vocational schools. More than one in two companies respond to this kind of challenges by offering tutoring lessons and individual support for trainees. Where companies and schools themselves can become active the perceived challenges such as language teaching or issues about cultural integration into the company and/or school also decrease. More than every third company supports integration into the surrounding structures, for example through involvement in associations.

[Source: <https://www.unternehmen-integrieren-fluechtlinge.de/news/mitgliederbefragung-2018/>].

The following aspects could be observed in all best practice examples which have been visited during the project duration.

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1. **Creation of an atmosphere of trust within companies and VET**
  2. **Building of a personal relationship with the migrants and refugees through a constant contact person in companies/VET which ideally does not change during the process of integration**
  3. **Regular encounters between mentors, peers and supervisors and refugees**
  4. **Creation of a culture of welcome**
  5. **Making everybody feel part of the group/team/class by including everyone in the activities**
  6. **Learning from and with each other**
  7. **Concentration on problem solving and cooperative methods**
  8. **Allowing and offering space and time for personal reflection**
  9. **Creation of offers where teams/classes have the chance to learn together and by creative together**
  10. **Creativity can help to open up and enhance the emotional well being**
  11. **Respect for different cultural habits**
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As you can notice most of the observations are based on a trustful working and learning environment and will lead to a sustainable empowerment of refugees. The importance of a person of trust which can be a trainer, teacher, student or guide is undeniable. We come to the conclusion that many methods can be used to foster social inclusion of refugees and that many steps can be made in daily life without a long time of preparation and what is the most important is, that it can be done by anybody.