

INTERCULTURAL TRAINERS KIT FOR MIGRANTS' EDUCATORS

„Cultural and peer-learning approaches to integrate socio-economically disadvantaged youth and young adults with an immigrant background“

Implementation-related selection criteria:	<p>The proposed example should correspond to <u>ALL</u> listed criteria:</p> <p>✓ Effective and successful: A “good practice” has proven its strategic relevance as the most effective way in achieving a specific objective; it has been successfully adopted and has had a positive impact on individuals and/or communities.</p> <p>✓ Replicable and adaptable: A “good practice” should have the potential for replication and should therefore be adaptable to similar objectives in varying situations.</p> <p>✓ Information availability: There is enough information provided for the good practice (approach, methodology, materials etc.) so that it is possible to replicate it in a new situation; the provided web-links are working and the contact information is up-to-date</p>
Impact targets: (The good practice should correspond to at least one of the listed benefits)	<p>The good practice can:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> improve the intercultural skills of adult educators working with migrants <input checked="" type="checkbox"/> improve the quality of the learning and teaching process for adult migrants <input checked="" type="checkbox"/> improve the motivation of migrants to get involved in learning <input type="checkbox"/> improve the capacities of organisations working for the integration of migrants
Content-related selection criteria: (The good practice should correspond to at least one of the listed benefits)	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Promotion of intercultural skills of adult educators <input checked="" type="checkbox"/> Promotion of tolerance, diversity and inclusion in the learning process <input checked="" type="checkbox"/> Application of intercultural teaching resources <input type="checkbox"/> Raising the participation and attainment of adult migrants in the educational process <input type="checkbox"/> Training of teachers working with adult migrants <input type="checkbox"/> Other (please, specify):

PROMOTER OF THE INITIATIVE:	
Name of organisation / individual	Institut equalita (Germany) Foundation for Development of the Cultural and Business Potential of Civil Society (Bulgarian partner)
Country	Bulgaria, Germany, Austria, Slovenia, Slovakia
Website	http://www.cubufoundation.com/en/
Contacts	cubufoundation@gmail.com

DETAILS OF THE INITIATIVE:	
Title of the initiative	Cultural and peer-learning approaches to integrate socio-economically disadvantaged youth and young adults with an immigrant background
Year(s) of implementation	2009 - 2011
Target group(s)	Educational institutions and their staff members and teachers, especially working with disadvantaged young people and young adults with migrant backgrounds; Young people at the age from 16 to 24 who are not in school or vocational education, especially socio-economically disadvantaged youth and young people with migration background
Website of the initiative	http://peerlearning09.blogspot.com/
Description (max 200 words)	The project is focused on the application of cultural and peer-to-peer learning approaches as pedagogical methods in informal education. The aim was to exchange experiences of such approaches, particularly for the purpose of assisting the integration of socio-economically disadvantaged youth. The cultural, rather than purely cognitive approach in combination with peer-learning transfers very direct political and social integration problems and possible solutions, and gives concrete experiences regarding the importance of socio-cultural exchanges.
Methodology (max 150 words)	Through direct meetings and joint creative work (peer-to-peer learning) youth and young adults in Europe discover parallels to their own social and economic situation, but also perspectives and strategies for social integration. Cultural approaches in combination with peer-to-peer learning methods open up new possibilities to target political and social integration problems and to initiate a socio-cultural dialogue.
Products / Outcomes	Type of product: <input type="checkbox"/> Paper-based material <input checked="" type="checkbox"/> Online resource

	<input type="checkbox"/> Video clips / Films <input type="checkbox"/> Course / Training <input type="checkbox"/> Other (please, specify): <p><i>Brief description of the product / outcome / method:</i></p> <p>Concrete result of the project is a review and documentation of current existing cultural and peer-to-peer learning approaches for integration of socio-economically disadvantaged youth and young adults with a migrant background and an exchange of experience among partner organisations.</p> <p>The project has developed a <i>Compendium called “Culture and peer-learning for integration”</i> which contains successful approaches and cases studies from Germany, Austria, Bulgaria, Slovenia and Slovakia related to cultural and peer-learning.</p> <p>The Compendium includes:</p> <ul style="list-style-type: none"> ➤ Background and definition to peer learning ➤ Cultural peer learning ➤ Examples to peer-to-peer learning <p>Compendium: http://www.cubufoundation.com/media/Compendium.pdf</p>
Impact on target groups / Transferability potential	<p>The cultural approach is especially for the not educated and/or disadvantaged youth a low-level-entrance to learning processes. Cultural peer-to-peer learning not only presents opportunities for learners to discuss issues, but it also presents opportunities for learners to enrich their emotional intelligence, to better understand the cultural background of their peers and thus better understand their actions and motivations, which in the intercultural environment we are living and working is a crucial ability for survival.</p> <p>Cultural peer-to-peer learning is one of the most successful approaches to acquiring intercultural competencies. If the peer groups are from different cultural backgrounds and with considerable language barriers, the learners get another perspective. It boosts their interest in given culture and language; on the other hand it has a strong potential to empower learners with migrant background and foster their social inclusion.</p> <p>At an individual level, the cultural peer-to-peer learning influences emotional and soft skills, it unlocks the so-called “reciprocal vulnerability” between learners and in its inherent logic, forces the peers to undertake the active role.</p>