



Successful Pathways for the Second Generation of Migrants

Module:

**Good Practice examples in the use of Autobiographical
Pedagogical Approaches to improve intercultural
competences of adult educators**





Partnership:



This product has been elaborated by the following partners:

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University of Primorska// Slovenia	www.fhs.upr.si
Centrum för flexibelt lärande, Söderhamns kommun// Sweden	www.cfl.soderhamn.se
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More about the project and other *Bridge* products can be found at the project website:

<http://www.bridge2g.eu/>.

Background

The situation of second generation migrants (SGM) is similar throughout Europe: they may encounter cultural, linguistic and social difficulties, sometimes they have to face prejudices and their self-esteem can suffer as a consequence. The main idea behind this project is to prevent such situations of prejudice and self-discrimination, particularly among young low skilled second-generation immigrants, when they are looking for a job.

The "bridge" between different cultures and a path towards social inclusion is what the partnership seeks to elaborate for teachers and trainers of second generation migrants. It will produce materials which should be useful to both teachers/trainers and second generation migrants who are looking for a job and want to improve their self-esteem and communication skills.

What do we understand by 'second generation migrants'? The definition is controversial and will therefore be part of this training; and how can teachers, trainers and guidance counsellors apply the autobiographical approach to support them? The project includes explanations of the autobiographical approach and specific autobiographical instruments which can be used in the educational experiences offered to second generation migrants.

The main *Bridge* products are:

- a 20 hour training course based on intercultural competences and on autobiographical narratives for teachers/trainers in adult education whose learners are second-generation migrants. The course was organised by all project partners in their countries during the project lifetime to improve the educators' social cultural competences and teaching approaches towards the above mentioned target group.,
- a 16 hour training course for second-generation migrants already carried out during the project lifetime in Austria, Germany, the Netherlands and Sweden,
- a CD-ROM with policy recommendations on improving the quality of adult education for SGMs,
- the '*Report Handbook on Autobiographical Pedagogical Approaches*'
- and '*The Multilingual Practical Training Guide*' for teachers/trainers in adult education whose learners are second generation migrants.

More about the project and other *Bridge* products can be found at the project website:

<http://www.bridge2g.eu/>.

1. Description of the module

This module assumes that you have read the *‘Report Handbook on Autobiographical Pedagogical Approaches’* and the *‘The Multilingual Practical Training Guide’*. However, it is possible for practitioners to start with this module. To fully understand what is considered to be good practice, participants should already be familiar with the issues pertaining to the social reality of the target group of ‘second generation migrants’, on one hand, but also to understand the autobiographical approach, on the other.

This module focuses on examples of *good practice in the use of pedagogical autobiographical narratives* with second generation migrants in Europe. The idea is that adult educators can learn from previous experience what techniques – and how, when and why they should be implemented – may be most useful to them in their future work with second generation of migrants.

In particular this module will focus on:

- *A Definition of Good Practice and the possible role in education.*
- *Examples of good practice in the use of pedagogical autobiographical narratives with second generation migrants in seven European countries: i.e. Italy, Austria, the United Kingdom, Slovenia, Sweden, the Netherlands and Germany.*
- *Useful Techniques for running training courses with different groups and for creating an open work environment, conducive to improving intercultural competences.*
- *Other usefull information like films, videos, lyrics etc.*

During the training course for educators information contained in this document was also included in different assignments in order to foster reflection and understanding of issues affecting second generation migrants. In the future, the collated good practices could be used as hand outs in similar training courses e.g. However, please note that we cannot be held responsible for contents offered in the original ressources the good practices or links refer to.

2. A definition of good practice and the possible role in education

2.1 Introduction

What is considered as good practice? Which activities, products could be considered as good practices? Does it also include programs, books, projects or videos?

In literature there is a difference between good practices and best practices. Good and best practices are concepts which are often used indifferently.

2.2 Best practice

Best practice is a technique, method, process or activity that is believed to be more effective at delivering a particular outcome than any other technique, method, etc. when applied to a particular condition or circumstance. The idea is that with proper processes, checks and testing a desired outcome can be delivered with fewer problems and unforeseen complications. Best practices can also be defined as the most efficient and effective way of accomplishing a task, based on repeatable procedures that have proven themselves over time.

The term “best practices” has implications of finality and authority and implies that some source has the final answer to a matter in dispute or disarray. Best practices can be exchanged and can evolve to become better as improvements are discovered. (Best Practice Definition; BusinessDictionary.com; Retrieved 2009-11-04)

2.3 Good practice

Good practice on the contrary is a process or a methodology that represents an effective way of achieving a specific goal or objective. A good practice is one that has been proven to work well and produce good results and is therefore recommended. It is a possibility, not the possibility. Good practice does not necessarily work in different context or what the practitioners should know for practising good practices.

The term “good practice” seems to seek better ways, which may even lead to tweaking the suggested practice to make it even better. It suggests that all of us as a team can come up with something better than any one of us can derive at an individual level.

Teaching and education is a domain in which good practices have been applied successfully. Good practice gives the opportunity to avoid reinventing the wheel and motivates to identify and replace poor practices. It supplies the opportunity to produce quality by using the creativity of others.

Good practice encourages active learning. It relates to past experiences from others. It increases involvement in learning and deepens understanding for ideas from others. Using good practice gives one the opportunity to show talents and to learn in a way that works for oneself. Finally it encourages cooperation. Good learning is collaborative and social, not competitive and isolated. Working with (the ideas of) others, often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding.

2.4 Education and training systems in Europe

Europe is characterised by a very wide variety of education and training systems. Descriptions relating to individual countries include basic information on the administration and structure of their systems of education and vocational training (Structures of Education, Vocational Training and Adult Education Systems in Europe, Eurydice/Cedefop/Etf, 2003). Vocational adult education includes two kinds of education. First it is adult education. Adult education is the practice of teaching and educating adults. Adults frequently apply their knowledge in a practical fashion to learn effectively. Adults have accumulated knowledge, life- and work experience that can add to the learning experience. Adult education takes place in the workplace, through 'extension' or 'continuing education' courses at secondary schools or at colleges or universities. Other learning places include folk high schools, community colleges and lifelong learning centres. The practice is also often referred to as 'Training and development' and is often associated with workforce or professional development. It is responsible for enabling adults to acquire the basic skills necessary to function in today's society so that they can benefit from the completion of secondary school, enhanced family life, attaining citizenship and participating in job training and retraining programs. Adult education is not the same as and differs from vocational education.

Vocational education provides both theoretical instruction and practical training in preparation for the practice of a wide range of occupations for which a vocational

qualification is necessary or useful. It also furthers the general education and personal development of students and helps them to play an active role in society (Eurybase database <http://www.eurodice.org> and the CEDEFOP monographs <http://www.cedefop.eu.int>). Training programs in vocational adult education are offered in different fields, are provided at different levels and with varying duration. Under the qualification structure, anyone should be able to enrol in a course at basic vocational training level. But these schools also give the opportunity to admit to courses at professional or middle management training levels and to judge previous obtained competences.

Vocational education and training is the main supplier to the labour market and is often regarded as the ‘foundation of the economy’ and the ‘backbone of society’. Vocational education and training is also imported to develop social handyness by which people are better equipped to function in their job and in society. At last these schools are equipped to improve the language proficiency, especially of allochthonous. The education provided is progressive and innovative. The aim is to seamlessly integrate education and training with the labour market. A major development in this context is the introduction of competence based education. This lays the emphasis on what people can do, not only on what they know. Students learn in realistic practical situations, with teachers taking on more of the role of a coach. The concept of enterprising education involves an interaction between student, coach and institute. Because of these concepts, the facilities, and the possibility to offer tailor made courses make schools for vocational education by far suitable for taking care of migrants.

2.5 What kind of good practices are offered by the BRIDGE project

In the *Bridge* project we have been interested in good practices referring to vocational adult education and training. Especially in adult education concerning a special target group, namely second generation migrants. Second generation migrants are confronted with barriers when entering the labour market, especially those arising from discrimination and ethnic prejudice of employers but also those arising from self-discrimination. Second generation migrants are those persons who have at least one migrant parent and who were born in the country where their parents have emigrated or have arrived in that country at an early stage of their life (the borderline are in the teenage years; this being in their primary socialisation). This definition is rather controversial. American sociologists (Portes, 1996) distinguish the 2G

generation (born in the country where they live); the 1.75G generation (entered the country in their childhood, before they are 10 years of age) and the 1.50G generation (entered the country as a teenager, between their 10 years and 16 years of age). In the *Bridge* project the target group is the 2G and the 1.75G migrants. More details about the definition and findings on it during the project can be found in the '*Multilingual Practical Training Guide*'.

In the *Bridge* project we have not only been interested in second generation migrants, but merely in second generation migrants who, during their educational program, are dealing with a special method, namely the autobiographical approach.

The autobiographical approach is a methodological tool of pedagogy, a way about how people talk about their lives. This is possible by using various different media. It can be by written material or oral or by diaries letters or photographs. It is important that the narrator is trained in this. Storytelling helps to develop, to heal and to dream again.

Autobiographical narratives gives the person the opportunity to get reflection and awareness about their own identity, emotions, conflicts and contradictions It looks from the past to the future and gives the possibility to deal with the present.

Awareness gives the possibility to heal from negative emotions (fear, not feeling adequate), conflicts and strong emotions for migrants who are suffering from non recognition, a sense of not belonging, prejudices and different forms of racism. It can be the transformation for new projects for the future life, to avoid negative attitudes and false perception.

Autobiography can be defined as 'a retrospective narrative (written or oral) realized by a person concerning his/her existence, with a particular attention to his/her life and the story of his/her identity (Lejeune, 1973; Poggi, 2004, p. 62)

To foster the reflection about the self has a long history. It goes back to the Roman Empire with the philosopher Augustine (354-430 A.C.) and his confessions that represent a first written autobiography in the strict sense. This means a confession of the self, an in-depth analyses of his/her own consciousness and of his/her life experiences, a journey that the subject is doing in order to understand, judge and guide him/herself thanks to this enlightening journey (Cambi, 2002, p. 4).

As many scholars have pointed out the autobiographical approach, writing or telling one's life or a part of it, is an educational process which helps the author of the autobiography to become aware and reflect about his/her life; his/her identity, culture and values. This

reflection aims to give value to his/her capabilities, competences and skills, self perception and therefore support the development of self-esteem.

The autobiographical approach will be best served by a secure climate. So, it is important that narrative interviews are held in a familiar surroundings (a place where interviewees come daily) and are taken by a teacher or tutor who is specialized and trained in working with this approach, especially in relation to migrants. For this, more help can be found in the other *Bridge* products, namely the '*Report Handbook on Autobiographical Pedagogical Approaches*' and the '*Multilingual Practical Training Guide*'

To offer added value, the *Bridge* project has been interested in and has also collated good practices for second generation migrants using the autobiographical narrative approach. Those, the partnership trialed and found most suitable in their training, can be found in the next chapters of this document.

3 Examples of Good Practice in the use of Autobiographical Pedagogical Approaches (with Second Generation Migrants) in Italy

3.1 “Ongoing Narratives” (Narrazioni Itineranti)

Description of the institution:

The Free University of the Autobiography (Libera Università dell'Autobiografia) of Anghiari in Tuscany was founded in 1998 as Non-Profit Cultural Association by Duccio Demetrio, an Italian pedagogical scholar for adult education and professor at the University Milano-Bicocca and Saverio Tutino, a journalist who invented and realized a database for diaries in Pieve Santo Stefano.

The Free University of the Autobiography has now become a research and training community specialized in autobiographical narratives dedicating special attention to the culture of memory (pedagogy of memory).

Today more and more training groups concerning autobiographical narratives are realised in social and educational services and in organizations that offer counseling by those who have been trained at the Free University of Autobiography. The Intercultural Centre of Turin

Description of the activities

The Free University of the Autobiography (Libera Università dell'Autobiografia) of Anghiari in Tuscany realizes the project of “Ongoing narratives” at the Intercultural Centre of Turin. The aim of the project is to show the narratives of the world and the identities of the different person who have migrated from one country to another and have arrived in Turin, capital of the Piedmont region.

The project is composed of three parts that are strictly related together.

- A first laboratory for the purpose of **writing about oneself entitled “Ongoing Narratives”** composed of 10 workshops of three hours. Each participant is invited to write about themselves.

- A second laboratory entitled “**Gathering stories**” composed of 7 workshops of three hours each. The aim of this laboratory is to gather all autobiographical oral narratives from each participant who has a migration experience. This represents a moment of research about one’s own identity and at the same time of pedagogical formation.

- A third laboratory entitled “**the written narration of the autobiographical stories**” gathered in the previous laboratory. Now these oral narratives are transformed into a written form that will be published so that all citizens can use them.

Methodology

During the different laboratories the people are supported by an expert teacher in autobiographical narratives.

Description of the target group:

The project was targeted at both natives and migrants including second generation migrants who felt the need and the desire to write about themselves in order to describe their own “migrant identity” and confront it with the other participants.

3.2 Autobiographical laboratory for migrant women in Rimini

Many similar laboratories about autobiographical narratives have spread all over in Italy. A very similar good practice as the previous one has been realized only for migrant women is by the Museo degli Sguardi of Rimini.

3.3 Intercultural trainers. A training experience

Description of the institutions

The project has been realized at the Intercultural Centre of the municipality of Turin with the collaboration of the Province of Turin and financed by a national programme called “Programma d’Intervento in Materia d’Immigrazione.

The Intercultural Centre of the Municipality of Turin was founded in 1996 in order to offer intercultural education to all citizenship both natives than with immigrant origin. In addition, the Centre wants to support the dialogue and the debate on different issues concerning intercultural pedagogy and more migration.

The aim is that these training courses change the person’s attitude and behaviour

Description of the activities

The trainers and educators received a training course in order to support the difficult identity formation of the second generation migrants especially those who try to assimilate the culture of country of destination, losing “parts of themselves” and to be able to respond to their needs.

The course of 130 hours was divided into six modules:

- a) **Creation of a group** – knowledge of the participant and the trainer in order to foster the social cohesion of the group
- b) **Intercultural communication:** - a good knowledge about the communication process
- c) **Migration:** about migration with a particular attention to the Turin context and migration seen from the perspective of young adults
- d) **Conflicts:** knowing about conflict and how to handle them
- e) **Intercultural dialogue and activities:** definition and importance of the intercultural dialogue and activities
- f) **Pedagogy: some elements of pedagogy**

Description of the target group

The target groups are the trainers and educators who are in contact with second generation migrants.

4. Examples of Good Practice in the use of Autobiographical Pedagogical Approaches (with Second Generation Migrants) in Austria

4.1 Mini biography

Description of the institution:

BEST - Institute of Continuous Vocational Qualification Training and Personnel Training Ltd

Description of a target group:

The target group are adults of second generation immigration and the aim is to improve their social competences, in particular their communication skills in order to prevent situations of prejudice and self-discrimination.

Description of activities:

The development of this activity consisted of the learners composing an autobiography of their previous work experiences and previous education. Biographical information should include personal information about:

- Work experience
- Internship
- Education
- Other information

This tool is usually the first introduction to portfolio methodology and leads to self directed learning. It is appropriate to introduce students to the self directed learning concept and how it functions, in order to create a good pedagogical environment. This activity is effective when used for reflection and discussion with teachers, tutors or trainers and gives an opportunity for the learner to discuss their previous life experiences.

Depending on the background of the student and the type of course, the teacher or tutor has to implement a suitable pedagogical approach that facilitates growth in the student. It is important to know the target group and that the teacher or tutor has identified what is the potential outcome of the student. This tool of portfolio methodology is designed to implement

the aspects of meta-cognitive development and assessment to improve learning, which is a crucial aspect of self directed learning.

Application of activity/ies for the BRIDGE project:

The *Bridge* project could use this good practice example to encourage learners to write an autobiographical text about themselves. This would provide the opportunity for self reflection and allow a collection of past experiences to be readily available when needed. This exercise could also be used in group work, where the students help each other by discussing their learning process and exchange experiences, based upon the questions in the materials.

Below are some examples of work sheets taken from the www.learn-empowerment.org website- “Exercises & Work Sheets for Self-Directed Learning” p.12-18, which could be used by the learners to bring together and keep a record of their personal information:

Worksheet:

Mini-biography



Personal information

Registration number:	
Last name:	Surname:
Address:	
Zip code:	Town:
E-mail:	Telephone:
Contact person:	Telephone:
Residency Yes <input type="checkbox"/> No <input type="checkbox"/>	Work permit: Yes <input type="checkbox"/> No <input type="checkbox"/>

Current (What do you do now?):

Work experience

Profession:	How many years in that field:
Exist documents:	Are documents translated: Yes <input type="checkbox"/> No <input type="checkbox"/>

1	Employer:	When:
	Your responsibility:	

2	Employer:	When:
	Your responsibility:	

Work in other countries (if applicable)

1	Employer:	When:
	Responsibility:	
	Reference:	
	Documentation:	

Employer:	When:
Responsibility:	

Internship

1	Internship:	When:
	Responsibility:	
	Reference:	
	Documentation:	

2	Internship:	When:
	Responsibility:	
	Reference:	

Education

Vocational/education:	
Where:	When:
Subject:	
Subject	

Education in other countries (if applicable)

Education:	
Where:	When:
Subject:	
Subject:	

Other education

Education:	
Where:	When:
Documentation:	
Reference:	

Other information (if applicable)

Which language/s do you speak:

References/ bibliography:

Learn.Empowerment Exercises & Work Sheets: www.learn-empowerment.org

4.2 “My survival strategies”

Description of the institution:

BEST- Institute of Continuous Vocational Qualification Training and Personnel Training Ltd
(www.best.at)

Description of a target group:

The target group for the Golden Goal project are young disadvantaged adults with particular "education resistance". It is set out to improve literacy and numeracy skills amongst these learners, and in addition to promote their social and cultural integration into society.

Description of activities:

The aim of the activity is to enable learners to exercise the exchange of their individual experiences and to reflect on strategies they use to enable them to do this. The primal focus of the activity is for the teacher to ask the students to travel back in time to their childhood, when they started to develop their sporting interests. Following this the learners need to reveal sport subjects in which they did not succeed. Further probing is often needed for the learners to reveal more about this experience and the following questions should be asked:

- How did you deal with weak points?
- What were your coping strategies?
- Which strategies of avoiding problematic situations did you have?

Application of activity/ies for the BRIDGE project:

This type of activity can be very useful for the BRIDGE project in the way that the learners will be able to take the time to reflect back to their childhood and record memories from when they were growing up. Being able to reflect on the past and accepting things which went well and acknowledging events which did not go so well, helps to form a better perspective for the future. Being able to overcome the problems from the past will build self esteem and ultimately this will increase the social and cultural inclusion of second generation migrants.

Additional information:



Training phase: Social skills module

Material: Flipchart, pen and paper

Duration: 1 hour

Potential of the method/tool: This tool is (also) designed to help students to improve their self-knowledge. Youngsters at risk are not accustomed and not prepared to being asked what they feel and aspire to. So an important function is to give them the confidence to articulate these feelings.

References/ bibliography:

<http://www.golden-goal.at/>

4.3 “Life Experiences”

Description of the institution:

BEST- Institute of Continuous Vocational Qualification Training and Personnel Training Ltd
(www.best.at)

Description of a target group:

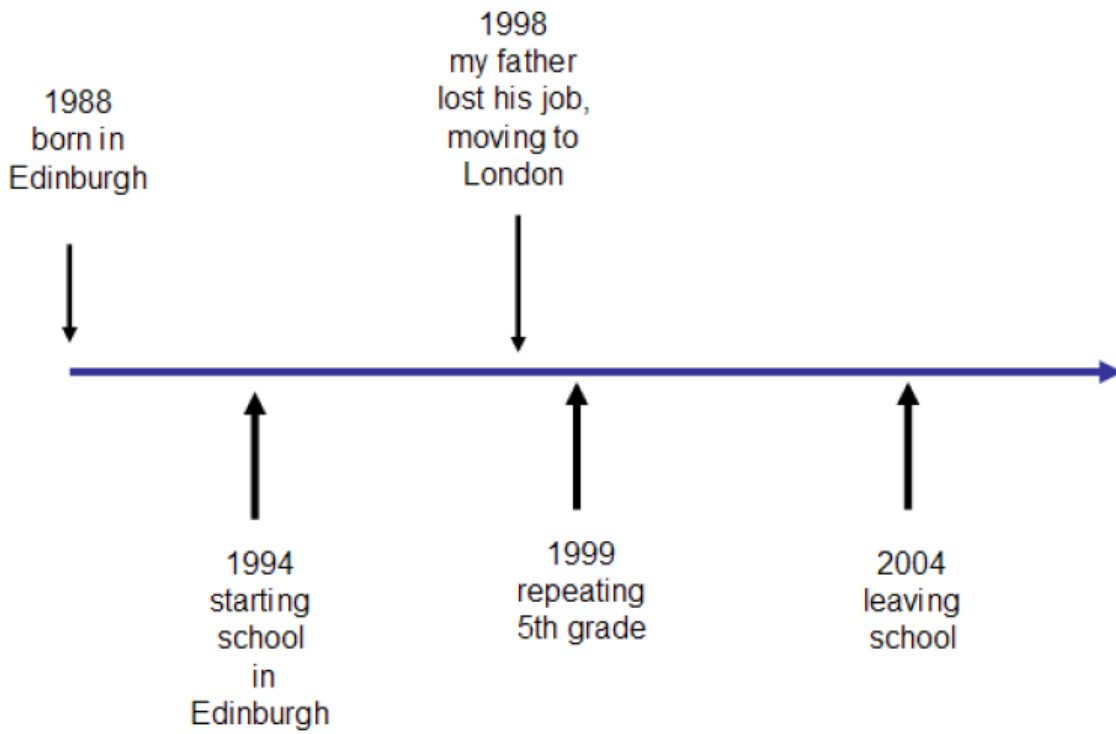
The target group are young male adults with foreign language learning resistance and the aim is to further motivate their desire for language learning whilst also increasing their participation in the life long learning society.

Description of activities:

The way in which this activity is formed is by encouraging the learners to identify distinctive situations in their lives which in turn enable them to identify learning situations, resources and identify their personal perspectives of learning. Following this the learner is then aware of the factors which influence their learning abilities and habits. The teachers role within this activity is to educate the learners about the use of a time line and explain how this can be useful to the individual. Leading on, the learners are then able to work with a time line worksheet on their own- on which they can mark special times/incidents in their life and education. In conclusion a discussion should be held about how the incidences have had an effect on the learners’ lives and if these were positive or negative. After working on their own, the learners come together in small groups and exchange what they found out. They might talk about similarities; find out new aspects and points of view, etc.

Application of activity/ies for the BRIDGE project:

The autobiographical approach can be used in this project by enabling learners to record the significant events which have taken place throughout their lifetime. These should lead from the day that they were born to the present day. Below are examples of the types of time lines which could be used as templates for the learners to record their life experiences.



Live Experiences – work sheet

born in



Additional information:

Level: beginners/intermediate/advanced

Material: Paper and pencils for all participants, worksheets

Duration: 40 min.

This activity is very personal therefore it is important, that learners have the chance to talk about their experiences in a secure environment and in a small group or with the teacher or trainer. Personal events should not be discussed within the whole group. If deep problems are identified, learner and/or teacher should contact further help.

References/ bibliography:

Love Language – Tool Box: www.love-language.org/en/products (page 17)

4.4 “Life Stories” - Promote European Citizenship through Intergenerational and Intercultural Learning, European Generation Link

Description of the institution:

BEST- Institute of Continuous Vocational Qualification Training and Personnel Training Ltd
Project duration: October 2006 - September 2008; (www.best.at)

Description of a target group:

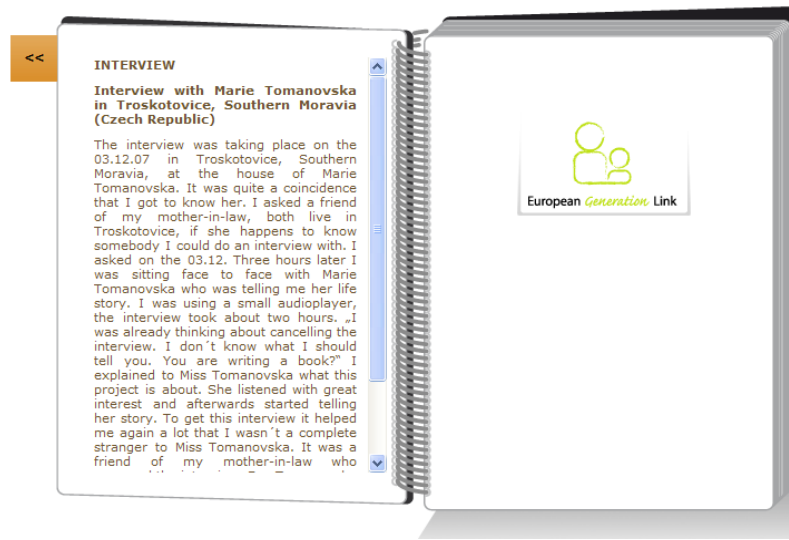
The target group consists of older people who have experienced a multilingual and multicultural life and are willing to share their experiences with younger generations. A further aim is to increase solidarity and collaboration in education and narrative story telling among citizens from different countries.

Description of activities:

The aim of the “Life Stories” project is to promote intergenerational learning. This activity consists of older people telling their life experiences and stories; often these consist of experiences of having lived in various European countries. These stories are then documented by young people in an interactive library which also has the function of teaching these young individuals about using modern ICT facilities; as well as promoting the expansion of technological knowledge and the understanding of historical backgrounds is promoted.

Application of activity/ies for the BRIDGE project:

A similar type of initiative would be useful for the BRIDGE project as social competences and in particular communication skills amongst second generation immigrants would be developed. This autobiographical approach would also encourage second generation migrants to reflect on other peoples lives and listen to the “stories” that they can relate to. One example of a story which was documented by a young woman and involved an interview with Marie Tomanovska from Troskotovice, Southern Moravia in the Czech Republic, who reported about her life experiences, can be seen below. For further information and stories please follow the link provided.



<http://www.european-generation-library.eu/index.php?PAGE=Chapter&CHAP-ID=259>

References/ bibliography:

European Generation Link - <http://www.european-generation-link.org/en/products>

“INTERVIEW Interview with Marie Tomanovska in Troskotovice, Southern Moravia (Czech Republic)”-

<http://www.european-generation-library.eu/index.php?PAGE=Chapter&CHAP-ID=259>

4.5 “This is us ... the 2. generation” (“Das sind wir ... die 2. Generation”)

Description of the institution:

Verein ECHO zur Unterstützung Jugendlicher, Wien 1997

Description of a target group:

The target group of this video would be any educational institution or individual who is interested in topics related to gender, diversity and education as well as finding out about different cultural and social backgrounds.

Description of activities:

Through this video, it is possible to see how autobiographical narratives can be implemented within education effectively. It is also an effective example to see how young second generation migrants (in this case females aged between 17 and 18 in Austria) can use media technology to voice their opinions and talk about their different cultural and social backgrounds as well as narrate about their countries and personal history. Through the video questions such as: Do I come from Yugoslavia or Ex-Yugoslavia? Am I Turk, Austrian or Turk-Austrian? Am I Egyptian, because my parents come from Egypt? are asked and reflected on.

Application of activity/ies for the BRIDGE project:

Videoring is a very appropriate and affective way of documenting autobiographical narratives of adults who are second generation migrants. Hearing real life examples and experiences is also an affective tool for teachers and trainers who work in contact with these adults. It can help to improve their educational skills and in increasing their general knowledge about the social situation and learners' specific needs.

Additional Information:

Film: 24 Minuten

References/ bibliography:

Further information about the film can be found via this link:

http://www.efeu.or.at/seiten/rez_migration/mainrm_echo.html

4.6 “I want to narrate ...” (“Ich will erzählen ...”)

Description of the institution:

This project was organised by “peregrina”, an Austrian centre for education, counselling and therapy for female migrants. The European Fund for Refugees and the Austrian Federal Ministry of Internal Affairs supported the project “Ich will erzählen ...” which was conducted in 2007, 2008 and 2009.

Description of a target group:

The target group consisted of women entitled to political asylum and women under subsidiary protection in Austria.

Description of activities:

The project combined an 8-months-language course with intensive psychological support. It enabled women, who had left their home country for political reasons, to talk about their experiences and their perspectives for the future in their new language, German. The project was based on the assumption that talking about oneself and about important moments of one’s life makes learning a foreign language a lot easier. The narratives and texts produced in 2008 and 2009 can be downloaded at: <http://bildungsprojekte.peregrina.at>. Peregrina also offered child care opportunities so that mothers could concentrate on the course.

Application of activity/ies for the BRIDGE project:

The biographical approach underlying this project is highly relevant for BRIDGE. By encouraging the participants to talk about their life, their identity, their experiences and future perspectives it was possible to activate resources, strengthen their self-esteem and improve their communication skills in their »new« language German. The psychological support proved to be very important as many migrants suffered from traumatic experiences which needed to be addressed in a professional manner. Also second generation migrants may suffer from experiences which are traumatic in nature. It is thus highly recommended that experts (psychologists) be employed as they can work with the participants in a competent way.

References/ bibliography:

<http://bildungsprojekte.peregrina.at>

4.7 What knowledge, skills and experience do I have?

Description of the institution:

This activity was developed within the framework of “Learn.Empowerment”, a LEONARDO DA VINCI project which started in October 2004 and terminated in March 2007.

The project coordinator was BEST - Institute of Continuous Vocational Qualification Training and Personnel Training Ltd. (www.best.at)

Description of a target group:

The target group includes low-skilled unemployed people.

Description of activities:

The goal of this activity is to identify knowledge and experience the participants have and can offer on the labour market. For successful job searching, education and career planning it is important to know one's knowledge, skills, personal characteristics, work experience and interests. However, many people don't have a clear idea about their capabilities (knowledge, skills, personal characteristics, experience) and are not able to adjust their capabilities to the employer's needs. We acquire our knowledge in formal and informal settings. However, the informal knowledge and experience are often unjustifiably overlooked. Informal knowledge is obtained in self-learning processes, part-time work, voluntary work etc.

This activity consists of three steps:

- The participants are asked about their education history (finished and unfinished schools) and any other training and education and/or working experience.
- The participants write down all the information.
- The information is presented to trainer and other group members

Duration: 60 minutes; 45 minutes are for the individual work, 15 minutes for presentation.

Application of activity/ies for the BRIDGE project:

This activity puts the focus on both formal and informal knowledge. It is a useful tool to show participants what they already know and are capable of. It has thus great potential to strengthen the participants' self-esteem and self-presentation skills. Second generation migrants may experience that it is an advantage to speak two or more languages fluently (their mother tongue, the language of the country of residence, English, etc.)

References/ bibliography:

Lern.Empowerment: Exercises and Work Sheets for Self-Directed Learning.

[http://www.learn-](http://www.learn-empowerment.org/opencms/opencms/lemp/de/leftNav/English/download.html)

[empowerment.org/opencms/opencms/lemp/de/leftNav/English/download.html](http://www.learn-empowerment.org/opencms/opencms/lemp/de/leftNav/English/download.html)

4.8 Profiling my individual competences

Description of the institution:

This activity was developed within the framework of “Learn.Empowerment”, a LEONARDO DA VINCI project which started in October 2004 and terminated in March 2007.

The project coordinator was BEST - Institute of Continuous Vocational Qualification Training and Personnel Training Ltd. (www.best.at)

Description of a target group:

The target group includes low-skilled unemployed people.

Description of activities:

This activity aims to raise awareness among learners of their own competences and potentials. This sensitization measure is important as it enables learners to use their resources for planning, managing and directing the learning more effectively. It is the basis for developing concrete learning interests and goals.

The exercise is divided into three phases:

- Learners fill in the first working sheet with the activities, jobs etc. they have performed and with the skills and competences they have developed or used for these activities.
- Then the learners transfer their competences to the second working sheet, a list of competences, where they can range in their own and get an overview over their strengths and the fields/competences they might develop further more.
- In the last phase the learners think about fields/competences that they would like to develop and develop learning goals and perspectives.

Duration: between 30 and 60 minutes for individual work.




Application of activity/ies for the BRIDGE project:

This activity is highly relevant for BRIDGE. It connects autobiographical work to improving the skill of self-assessment. Second generation migrants are encouraged to find out about their strengths and weaknesses.

Below are some work sheets which are necessary to complete this activity. They are taken from the Learn.Empowerment website: <http://www.learn-empowerment.org>

Worksheet 1 :

WORK/OCCUPATION: What have I done? e.g.: carrying out newspapers	QUALIFICATIONS/COMPETENCIES: What did I have to be capable of? What did I learn? e.g.: punctuality, effective planning, logistics, ...
	

Worksheet 2 (extract):

Worksheet 3 MY QUALIFICATIONS AND COMPETENCIES...	... ARE ...		
	...strongly developed	...moderately developed	...rarely developed
I. Occupational qualifications Specific knowledge and skills of my occupation... Technical skills/dexterity in ... Computer/software applications Knowledge of foreign languages			
II. Methodical abilities Learning competencies Learning styles and strategies, reception and processing of information Retentivity Memory capacity, short/long-term memory Concentration Ability to concentrate, wide-awareness Cogitation logic, abstractly, connectional, coherent, exactly Imaginative Power I Transformation of verbal instructions into practice, to proceed from thinking to doing			

MY QUALIFICATIONS AND COMPETENCIES...	... ARE ...		
	...strongly developed	...moderately developed	...rarely developed
Phantasy creative thinking, improvisation, strike new paths Correctness Orderliness Discipline Punctuality Structuring, planning, deciding; classify tasks, define steps of procedure, supervise performance, evaluate results Ability to analyse Find out possible causes/reasons of problems			
III. Social und personal competencies Patience, endurance Accurateness, diligence Reliability Keep emotions under control			

References/ bibliography:

Lern.Empowerment: Exercises and Work Sheets for Self-Directed Learning.
<http://www.learn-empowerment.org/opencms/opencms/lemp/de/leftNav/English/download.html> (pages 31-35).

4.9 Biographical influences on my learning habits

Description of the institution:

This activity was developed within the framework of “Learn.Empowerment”, a LEONARDO DA VINCI project which started in October 2004 and terminated in March 2007.

The project coordinator was BEST - Institute of Continuous Vocational Qualification Training and Personnel Training Ltd. (www.best.at)

Description of a target group:

The target group includes low-skilled unemployed people.

Description of activities:

In this activity learners are encouraged to reflect about people that have been important for their life and their learning-experiences. They are invited to think about these persons and their influence on their attitudes towards learning. Guiding questions structure the activity. After having worked individually on the questions, the learners exchange their thoughts with other members of the learning group. With this tool learners are able to get a clearer picture of their habits and principles determining their behaviour. It is important to recognize that the biographical reflection can get quite deep into the emotions of the learners. Trainers/tutors should consider this and deal with the emotions sensitively. The evaluation in the small working group and in the whole group of learners should focus on the learning habits, not the emotions. The duration of the exercise is 15-20 minutes for working on one's own, 30 minutes for working in small groups.

Step-by-step: The participants are asked to think about 3 persons who are important in their personal learning history. They might evoke positive or negative feelings. Then they are encouraged to answer the following questions:

Which assessing or evaluating sentences did these people state? (e.g.: ”I know you can manage that...” or “you will never make it, if you don’t...”)

Which emotions did these statements provoke?

In which way did these sentences form you and influence your learning manners?

etc.

The participants take notes and then they share their thoughts within their work group and outline similarities and differences.

Application of activity/ies for the BRIDGE project:

This exercise is very useful for the BRIDGE project. Like everyone, second generation migrants are influenced by their environment, especially by their family, their school, their community and their peer group. Low self-esteem and negative thinking are very likely to derive from negative influences. Whenever someone doesn't believe in us, this has negative effects on our consciousness. People are thinking negatively when they put themselves down, criticize themselves for errors, doubt their abilities, expect failure, etc. It is the negative side of suggestion - it damages confidence, harms performance and paralyses mental skills. By thinking about these influences (positive as well as negative influences) the target group can change negative patterns into positive ones.

References/ bibliography:

Lern.Empowerment: Exercises and Work Sheets for Self-Directed Learning.

[http://www.learn-](http://www.learn-empowerment.org/opencms/opencms/lemp/de/leftNav/English/download.html)

[empowerment.org/opencms/opencms/lemp/de/leftNav/English/download.html](http://www.learn-empowerment.org/opencms/opencms/lemp/de/leftNav/English/download.html)

4.10 “A sporting success that I’m proud of”

Description of the institution:

This activity was developed within the framework of “Golden Goal”, a SOKRATES Grundtvig project which started in October 2005 and terminated in September 2008.

The project coordinator was BEST - Institute of Continuous Vocational Qualification Training and Personnel Training Ltd. (www.best.at)

Description of a target group:

The target group includes school drop outs, ethnic minorities, long-term unemployed young adults and socially marginalized people.

Description of activity:

The learning objectives of this activity are (1) to provide the participants with positive experiences that will strengthen their self-esteem, (2) to exercise the exchange of experiences and (3) to reflect on values and role models.

The teacher asks the students to remember their latest sport successes. After reflecting on this for themselves the learners will exchange experiences. Guiding questions (see below) facilitate the reflection and the exchange of experiences. The teacher makes notes about their results and visualises the variety of items discussed.

The main instruction is: Remember the sport successes you are proud of and picture them on a paper using a drawing, a collage, a slogan, a song, or whatever your creativity suggests you.

Guiding questions:

- What kind of success is important for you (family, friends, models, etc.)?
- What does success mean to you?
- What do you gain out of these successes?

This tool is designed to help students to improve their self-knowledge and their self-esteem.

Application of activity/ies for the BRIDGE project:

Thinking about one's successes and achievements is crucial in order to grow in confidence. In order to make this activity useful for the *Bridge* project, it is recommended to widen the thematic scope of the questions. It can be still relevant to ask about the learners' sports successes, but the teacher could also ask about other dimensions of the learners' personal and professional achievements, e.g. success in a job interview, a compliment given by an employer/friend/ family member, etc.

References/ bibliography:

Golden Goal »Tool Box for Introducing Sport Activities into Adult basic Skills Education"
<http://www.golden-goal.at/en/products>, page 65.

5 Examples of Good Practice in the use of Autobiographical Pedagogical Approaches (with Second Generation Migrants) in the United Kingdom

In the UK there is plenty of work on the use of autobiographical narratives in academic research, in general, and some in particular which relate to migrants and second generation migrants.

Based in the University of Durham, for example, the '*Russians in Britain*' project examines 'the social and cultural identities, as well as the organisation and self-representation of associations and networks of Russian-speaking migrants currently living and working in Britain. The focus of the project is on personal, family and collective memory, migrants' national, ethnic, generational, and other identities, problems of cultural reproduction, the representation of migrant communities, and the micro- and macro- politics of migrant community-building' (Byford, 2010): among other things, the project is based on in-depth semi-structured interviews which the researchers refer to as 'thematic autobiographical narratives' (ibid).

Along with the Teaching and Learning Research Programme, the UK Economic and Social Research Council has funded a '*Learning Lives Project*' about learning, identity and agency in the life course (ESRC/TLRC, 2008). Though it deals with a wide range of people and issues, this includes migrants, one example being 'Transition and Stasis in the Life Story of an Asian Woman' (Adair, 2007).

6 Examples of Good Practice in the use of Autobiographical Pedagogical Approaches (with Second Generation Migrants) in Slovenia

6.1 School on the River (Šola na reki)

Description of the institution:

Social Centre Rog, The Livada Elementary School

Description of a target group:

Parents and pupils of the Livada Elementary School Ljubljana, among whom there is a considerable number of migrants of the first and/or second generation.

Description of activities:

School on the River was an experimental educational space reaching beyond the classroom. With pupils and teachers from the Livada Elementary School, promoters of the project intend to flow on a raft down the Ljubljanica River as far as the Petkovškovo nabrežje bank where the Social Centre Rog is situated. Disembarking there, they intend to transfer to the courtyard of the former Rog factory, where several intercultural activities would be promoted, such as a comic strip workshop and games) There was an intention to organize on another level, a public debate (co-organized by Radical Education) on the problematic aspects of the official school curricula that do not take into consideration the cultural background of the pupils of “migrant” origin and their parents or care-givers living in the Rakova Jelša district (this is considered as a immigrant district in Ljubljana). They intended to open a discussion on education in a language (i. e. Slovenian) the pupils are not familiar with and on social relations (in many cases relations of social exclusions) which had been reproduced by the education system; and in possible ways to change all that.

Application of activity/ies for the BRIDGE project:

This practice could be applied as one of the activities of the BRIDGE project: in such discussions it is possible to address different issues such as narration about migration background, educational histories and attainments.



MUZEJ NA CESTI /
MUSEUM IN THE STREET

× ŠOLA
NA
REKI
— 18. 10
2008

Šola na reki je šola zunaj šolskih učilnic, šola srečevanj in dialoga, ki šele nastaja, v njeno ustvarjanje pa ste povabljeni vsi.

V soboto, 18. oktobra 2008 vas vabimo na nabrežje Ljubljane in v socialni center Rog na Trubarjevi ulici 72.

10.00 – 11.00 Plovba po Ljubljani, plavajoče likovne in glasbene delavnice, pogovori o mestu in okolju, v katerem živimo.

11.00 – 16.00 Izkrcaje na Petkovškovem nabrežju. Srečanje pred socialnim centrom Rog. Roštiljada, delavnice in pogovori s starši, pedagogi, umetniki, aktivisti ...

(Šola na reki bo tudi v primeru slabega vremena.)

MODERNA GALERIJA LJUBLJANA
Osnovna šola Livada
Socialni center Rog

References/ bibliography: <http://tovarna.org/node/1881>

Worksheet

On the basis of the description of the project School on the river, make your own event:
Consider the visual representation of your possible project:



MUZEJ NA CESTI /
MUSEUM IN THE STREET

× ŠOLA
NA
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(Šola na reki bo tudi v primeru slabega vremena.)

MODERNA GALERIJA LUBLJANA
Osnovna šola Livada
Socialni center Rog

Who would be your target group and how would you motivate your possible students for a similar event?

6.2 Restless Hearts (Nemirna Srca)

Description of the institution:

This book in English and Slovenian was published as a product of the project MIMEX – Mediation in Museums and Exhibitions – Migration and Work financed by EC Socrates, Gruntvig 1, 100099-CP-1-2002-1-AT-GRUNDTVIG-G1 (2002-2004) and is meant as a workbook for the teaching of civic education.

Description of a target group:

The target group may be teachers, adult educationalist, students and also migrants of first and second generation migrants.

Description of activities:

Within this book readers may find several teaching accessories that deal with migrations and its consequences in Slovenia after the year 1991.

In the first part the narration of eight migrant workers mainly from Ex-Yugoslavia and ex-USSR about the life in Slovenia are published. Each migrant narrates her or his own life story about their arrival and every narrator is personalized with photography. The focus of their narration is on images and representation of immigrants and their position in Slovenian society. It is good that the book brings immigrants' own reflections about the stereotypes of Slovenians. In other parts, some other topics may be found, such as:

- How it is possible to strike against chauvinism through music
- Constructed images of immigrants in the mass media and
- Antisemitism and Jews among Slovenes.

Application of activity/ies for the BRIDGE project:

The strongest point of this book is the fact that it brings to the fore, a reflection of first and more generation immigrants on Slovenian society. Since there is a strong stress on a collection of narration, it may also be a model for work with second generation migrants. Beside these facts the book has many exercises for a narrative intercultural approach to education.

References/ bibliography:

Luthar, O., Luthar, B., Perović, T., Stančić, Z., Šumi, I., (2004), *Nemirna Srca - Restless Hearts: Priročnik za pouk državlanske vzgoje – Workbook for the teaching of civic education*. I. zvezek: Migracije – Book I: Migrations. Ljubljana: Založba ZRC.

Worksheet:

Make a photo album with your students who have friends among second generation migrants or with students who belong to second generation immigrants. Collect their stories with which you can address stereotypes and struggle with prejudices.

6.3 Dosje: [2.generacija@juznjaki.si](http://www.juznjaki.si) /Files 2.generation@juznjaki.si

Description of the institution:

This is a documentary show on produced on June 2006 by Slovenian National television under the umbrella of educational and informative programme. Author of the documentary is Jasna Krljić Vreg, journalist is Helena Milinković, editor Vojko Boštjančič.

Description of a target group:

The target groups were Slovenian TV audiences of different ages, ethnic and national background.

Description of activities:

The premiere of this emission was on Tuesday 13. June 2006, and it is still available on the internet: <http://www.rtv slo.si/odprtikop/dosje/druga-generacija-juznjaki-si/>.

At this address there are videoclips of emission (in Slovenian language) available which can be downloaded in the real player format. There is available with a whole transcription of the spoken word (interviews) with migrants and SGM.

Among the interviewees are politologist/sociologist Tonči Kuzmanič, social pedagogist Špela Razpotnik and social worker Vitomir Simonišek who works in Fužine (part of Ljubljana where the SGM are settled).

The documentary address several issues such as:

- The period of the migration of the parents of SGM and reasons for their migration to Slovenia
- Every day life in the migrant community
- Hybrid identity (“mixed” parental background, and life in Slovenia)
- Stereotypes with which SGM struggle
- Difficulties in the educational system
- The Islamic community in Jesenice and their activism

Application of activity/ies for the BRIDGE project:

This is informative and educational documentary in Slovenian language which can be used in the BRIDGE project because it addresses the main problems of migrants and SGM. It is recommended for teachers and students at the beginning of the course when the definition of SGM is addressed: it is a good example on how to start several topics with a dialogic method such as identity issues and problems with education and schooling etc.

Teachers and students may use transcriptions of the interviews from the documentary as a basis for discussion on their autobiography.

Duration: 51.329 minutes

References/ bibliography

Odprti kop: Dosje: 2.generacija@južnjaki.si

<http://www.rtv slo.si/odprtikop/dosje/druga-generacija-juznjaki-si/>

Worksheet:

Visit the webpage of RTV Slovenia – Odprti kop:

<http://www.rtvlo.si/odprtikop/dosje/druga-generacija-juznjaki-si/>.

On this webpage you can find a documentary on SGM. Download it and watch it. When you watch the documentay make your own notes reflecting on the movie. You may help yourself with transcriptions of the interviewees from the documentary.



<http://www.rtvlo.si/odprtikop/dosje/druga-generacija-juznjaki-si/>.

How does this documentary represents migrants and SGM?

How would you represent migrants and SGM?

Read the transcriptions and select quotations about the identity and discuss the issue:

Read the transcription and select quotations about stereotyping SGM and discuss the issue of violence:

Read the transcriptions and select quotations about problems to legalize the permanency



Discuss the problems on the labour market and consider the changes at the labour market from 1970 up to today

6.4 Generation between two worlds / Generacija med dvema svetovoma

Description of the institution:

Documentary produced by RTV Slovenia and by director Amir Muratović.

Description of a target group:

The target groups were Slovenian TV audiences of different ages, ethnic and national background.

Description of activities:

The premiere of this film was broadcast by TV Slovenia on the first programme (repeated Friday at 14:05). The film is made in the editorial office of cultural and documentary programs. It focuses on the generation that was born in Slovenia to parents who came here for their stomachs, for a bread, from the 'south', from 'down there'. This film represents first generation migrants who came just for a year or two, in the hope that one day when they retire, they would go back home. Their desire to return strongly influenced them and it influenced their children too. Their children who may be defined as SGM have grown up almost in enclaves, where they talked in their language, cultivated their parents' culture, traditions, and where they celebrated their holidays - and they have a sense of belonging to another world. Some parts of Ljubljana, the Slovenian capital, as well as some other Slovenian cities, have become little gethos, where it was almost impossible to hear the Slovenian language.

The film represents children from the so-called SGM as people who are separated between two worlds: between one world which is neatly ordered with its own inexorable rules and where it is difficult to earn every coin, and the second world which seems more friendly and where it seems that life is drinking coffee and chatting with friends while the money seems to come from the sky all by itself. In search of identity, some people undertake some habits of Slovenes and became Slovenes to follow those who 'have it', while others remain loyal to the roots of their parents.

Application of activity/ies for the BRIDGE project:

This film was produced in the cultural documentary editorial office in the Slovenian language which can be used in the BRIDGE project because it addresses many issues of migrants and SGM. It is recommended for teachers and students at the beginning of the course when the definition of SGM is addressed: it is a good example on how to start several topics with dialogic method such as identity issues, problems with education and schooling, searching of job at the labour market segregation and ghettoisation of the poor etc.

References/ bibliography:

Generation between two worlds (director: Amir Muratiović)

<http://www.rtv slo.si/kultura/film/generacija-med-dvema-svetovoma/147062>

Worksheet:

Looka at the film *Generation between two worlds / Generacija med dvema svetovoma* (director Amir Muratović) <http://www.rtv slo.si/kultura/film/generacija-med-dvema-svetovoma/147062> and discuss the issues the following issues:

- Ghettoisation of SGM
- Identity issues
- Representation of cultural difference as two separate worlds



Photo: RTV SLO

<http://www.rtv slo.si/kultura/film/generacija-med-dvema-svetovoma/147062>

Consider the representation about ghettoisation from your own experiences and from experiences of your friends. What do you think about this?

Do you think that representation of identity as in-between is in accordance with the reality of your life?

Do you think that migrants and SGM are ghettoised and culturally different in your country town and neighbourhood?

7. Examples of Good Practice in the use of Autobiographical Pedagogical Approaches (with Second Generation Migrants) in Sweden

7.1 The life line

Description of the institution:

CFL- Centre for Flexible Learning, Söderhamn, Sweden

Description of a target group:

LIFE LINE – CFL and its guidance unit have used a so called life line in order to simplify guidance sessions with people who for one reason or other have problems expressing themselves orally. A life line is a very simple tool and also very efficient – it is easy to explain to the client and it doesn't need any preparation.

Description of activities:

The client is encouraged to draw a curve like a diagram that follows a life line. Important events and occasions when life has taken a turn are being noted down, high values mark happiness and success and low values indicate less happy periods and setbacks. The guidance counsellor asks supportive and analytical questions and thus encourages the client in his/her work with the life line. The life line and its explanations then form the basis for a conversation on experiences and actions indicated on the life line.

Application of activity/ies for the BRIDGE project:

This is a very simple tool which can be used in the BRIDGE project as it requires no preparations and it allows the SGM to talk about his/her past experiences. Since no questions are prepared in advanced the conversation will deal with whatever events the individual chooses to talk about. There are subsequently no specific ideas or objectives from the part of the interviewer that will determine the outcome of the interview. The direction is chosen by the interviewee.

7.2 The Learning Diary

Description of the institution:

The Winkit Project

Description of a target group:

Low-educated women who have been outside the labour market for an extensive period of time.

Description of activities:

The target group of the Winkit Project were encouraged to write a learning diary daily during a specific time period in order to make them aware of their own competences. They were also asked about actions and events that had taken place in the past.

While working on the learning diary they were very often amazed when they saw how much they did or had done on a regular or irregular basis and realized that they were capable of so many more things than they were aware of. (“I’ve realised I do all these things, I know how to do all these things!”)

This is why describing activities and being able to put names to your knowledge and know-how has an empowering effect, especially in terms of boosting feelings of personal efficacy (“I feel I can manage all these different tasks, there are even some that I’m good at”). Additionally recording knowledge and the ability to describe the things you know how to do can also help to influence the way other people see you and empower you in other people’s eyes.

Application of activity/ies for the BRIDGE project:

Sometimes people have a very vague and not so very accurate opinion about themselves and their own capacity and it can be difficult to remember what you have done in the past and what you do on a regular basis. People often tend to belittle their competences, experiences and whatever goes on in their daily lives. A learning diary can help people remember things in their daily life that are experienced as difficult, special, easy, wonderful etc. This can help a

person analyze what incidents influence him/her in a positive or negative way and thus form a basis for a more nuanced self-image but also for a discussion or an action plan.

Similarly, by giving the individual the opportunity to reflect on different past events, he/she will remember how he/she acted in these situations and this can help him/her draw conclusions, useful not only for the self-image but also for future actions.

This is a tool which can be used in the *Bridge* project in a very simple way or in a more advanced way. You can adapt it so that it suits the needs of the project. There is a great deal of material to choose from, some exercises are very easy, some are more elaborate, but the main idea in all exercises is to make the person reflect upon his/her present or past activities in order to improve his/her self-image.

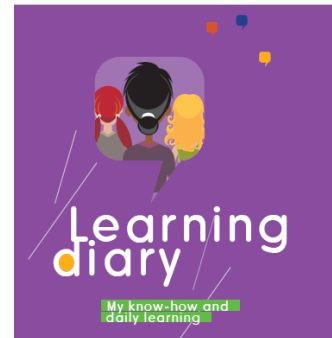
Below are some work sheets which are necessary to complete this activity. They are taken from webpages *The Winkit User Guide* and *The Winkit Learning Diary*.

Worksheet: The Learning Diary

Sometimes people have a very vague and not so very accurate opinion about themselves and their own capacity. People often tend to belittle their competences, experiences and whatever goes on in their daily lives. One way to address this situation and become aware of one's own potential is to keep a diary.

An example of such a diary is the Learning Diary, which was the main product of the Winkit project; www.winkit.eu

The target group of the Learning Diary was low-educated women who have been outside the labour market for an extensive period of time.



They were encouraged to write a learning diary daily during a specific time period in order to become aware of their own competences.

The result was:

- The women were very often amazed when they saw how much they did or had done on a regular or irregular basis and they realized that they were capable of so many more things than they were aware of
- This in turn changed the way they looked upon themselves
- It also helped to influence the way other people regarded the women
- It helped the women draw conclusions useful not only for the self-image but also for future actions. The way you look upon yourself decides your actions.

Some examples of exercises in the Learning Diary:

PRACTICE 19

Explain how you organized a long trip, holiday, or visit to a friend or member of the family who lives far away.
Explain how you thought of doing this trip, where you went and how you organized it.

.....

.....

.....

PRACTICE 3

During your activities, you use tools, implements, tools, utensils and machines, etc. Which ones? (List them or illustrate using a drawing or picture):

Some of them require some particular warnings, to observe several safety instructions, what precautions do you take?..

PRACTICE 10

Tick what you do to manage your budget:

- I write all my purchases in a notebook and subtract them from the money I earn.
- I check my bank statements.
- I file all my invoices as soon as I have paid them.
- I negotiate payment conditions each time I realize that I won't be able to pay before a deadline.
- I withdraw the exact amount of money I need in cash each week and divide it up to cover my expenses.
- I negotiate unexpected expenses with a social worker.
- My children don't eat school dinners in order to cut costs.
- My children eat school dinners in order to cut costs.
- I collect and recuperate old objects so that I can sell them at car boot or jumble sales in order to earn extra money.

The exercises in the Learning Diary can be used in the *Bridge* project in a very simple way or in a more advanced way. One can adapt it so that it suits the needs of the project. There is a great deal of material to choose from, some exercises are very easy, some are more elaborate, but the main idea in all exercises is to make the person reflect upon his/her present or past activities in order to improve his/her self-image.

References/ bibliography:

The Winkit User Guide:

http://www.winkit.eu/tools/95044-User%20Guide_Learning%20Diary_EN.pdf

The Winkit Learning Diary:

http://www.winkit.eu/tools/95044-Learning%20Diary_English%20Version.pdf

7.3 The INVITE Project: Biographical Counseling in Rehabilitative Vocational Education and Training

Description of the institution:

The INVITE Project: An international Consortium of Universities, research centres and vocational training organizations.

Description of a target group:

The curriculum is addressed to professional counselors who work in the field of integrative vocational rehabilitation with clients living in the aftermath of a severe, life-changing medical crisis (caused by a sudden accident, by the contraction of a severe disease, by the deterioration of physical abilities under the condition of a chronic illness, etc.) and being unable to go on with their former occupation and/or living in the critical life situation of having lost their former job position and being totally incapacitated to practice their former occupation.

Description of activities:

The aim of the project INVITE is to develop, to try out and to put into practice a curriculum for further education, i.e., learning and training on the job, in biographical counseling using the methods of sociological biographical analysis.

Application of activity/ies for the BRIDGE project:

As the project INVITE has produced a curriculum, certain parts of it could serve as a model for the production of the manual that is intended to be produced within the *Bridge* project. It offers, among other things, an analysis of biographical processes explained for practitioners.

References/ bibliography:

The INVITE project website:

http://www.biographicalcounselling.com/index.php?option=com_frontpage&Itemid=1

Analysis of biographical processes:

<http://www.biographicalcounselling.com/download/B1.pdf>

7.4 Skills and Knowledge Profile

Description of the institution:

Union education, Canada

Description of a target group:

Employees belonging to the Canadian trade union called the Union.

Description of activities:

Many of the things people need to know to do their work are not treated as valuable skills. Research has shown that as people become familiar with a job, they often adapt or invent better ways of doing things. A new worker learns this knowledge from a co-worker. Often this kind of learning, skills development and innovation, has gone unacknowledged. Through the process of completing the skills and knowledge profile people may among other things gain more self-confidence by realizing how much they have already learned.

Furthermore they can identify the skills that they have are not tied to one particular job, but are 'portable' or 'transferable' to future employment. Additionally society can make better use of what people already know in order to find out what people need from training programs, determine what skills and knowledge are available in the community or ensure that the courses currently being offered at community colleges match the learning expectations of workers.

Application of activity/ies for the BRIDGE project:

The Skills and Knowledge Profile focuses on non-formal and informal learning, which can be of interest for the SGMs of the *Bridge* project since many in this group lack many types of formal training that are considered valuable in society today. By completing this profile individuals can become aware of skills and knowledge that they have that they've never regarded as valuable. One section also focuses on the future which is important in order to project in life and not just concentrate on what has been.



Below are some work sheets which are necessary to complete this activity. They are taken from webpages <http://www.winkit.eu> where worksheets and the coach manual are published (look at the references)

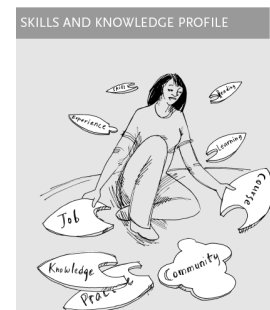
Worksheet: Skills and Knowledge Profile

The Skills and Knowledge Profile focuses on non-formal and informal learning, which can be of interest for the Second Generation Migrants of the *Bridge* project since many in this group lack many types of formal training that are considered valuable in society today. By completing this profile individuals can become aware of skills and knowledge that they have and that they have never regarded as valuable. The following 4 sections are covered in this profile:

1. Courses or workshops
2. Personal, informal learning
3. Job-related, informal learning
4. Future learning plans

By completing the skills and knowledge profile a person can:

- gain more self-confidence by realizing how much he/she has already learned
- identify the skills he/she has that have not been tried to one particular job, but are ‘portable’ or ‘transferable’ to future employment
- identify competence gaps
- better choose future jobs or education programs



Examples of exercises

Job-related informal learning

Previous Job

Job title: _____

Length of time: _____

Skills learned: _____

How I learned. Choose from below

- | | |
|--|--|
| <input type="checkbox"/> trained by supervisor | <input type="checkbox"/> trained by co-worker |
| <input type="checkbox"/> trail and error | <input type="checkbox"/> observed other workers |
| <input type="checkbox"/> asked questions | <input type="checkbox"/> read instructions and manuals |
| <input type="checkbox"/> took notes during instruction | <input type="checkbox"/> practised |
| <input type="checkbox"/> asked people outside my job | <input type="checkbox"/> showing co-workers what to do |
| <input type="checkbox"/> learned in previous job | <input type="checkbox"/> learned at school |

Now, please estimate the total amount of time per week you spend on informal learning, personal learning and on the job learning.

_____ hours.

Personal Informal Learning

Major events

Check off as many events as you wish and then choose one or two to expand on.

- | | | |
|--|---|---|
| <input type="checkbox"/> immigrating | <input type="checkbox"/> having a child | <input type="checkbox"/> making a major purchase |
| <input type="checkbox"/> adopting a child | <input type="checkbox"/> dealing with a natural disaster | <input type="checkbox"/> moving |
| <input type="checkbox"/> getting married | <input type="checkbox"/> discovering some information | <input type="checkbox"/> falling ill |
| <input type="checkbox"/> changing careers | <input type="checkbox"/> changing my situation | <input type="checkbox"/> getting divorced |
| <input type="checkbox"/> experiencing a war | <input type="checkbox"/> converting /discovering religion | <input type="checkbox"/> achieving fame |
| <input type="checkbox"/> returning to school | <input type="checkbox"/> telling others a personal thing | <input type="checkbox"/> recovering from an illness |
| <input type="checkbox"/> dealing with the illness/death of a loved one | <input type="checkbox"/> other | |

What I did. _____

What I learned. _____

How I learned it. _____

Future Learning Plans

2. What are your employment plans for the next 5 years?

- | | |
|--|--|
| <input type="checkbox"/> Find a job | <input type="checkbox"/> Upgrade skills to stay in your current job, |
| <input type="checkbox"/> Develop skills to get a new job | <input type="checkbox"/> Change jobs |
| <input type="checkbox"/> Ask for a raise | <input type="checkbox"/> Other _____ |

3. What are your plans regarding personal interests?

- | | |
|--|--|
| <input type="checkbox"/> Start a family | <input type="checkbox"/> Retire |
| <input type="checkbox"/> Move homes or to another city | <input type="checkbox"/> Take up new hobbies |
| <input type="checkbox"/> Go back to school | <input type="checkbox"/> Fix your home |
| <input type="checkbox"/> Travel | <input type="checkbox"/> Other _____ |

4. What courses or training programs will help you get the skills you need? (You can check more than one answer)

- | | |
|--|---|
| <input type="checkbox"/> Complete secondary education | <input type="checkbox"/> ESL training |
| <input type="checkbox"/> Workplace (in-house) Training | <input type="checkbox"/> Computer training |
| <input type="checkbox"/> Complete university education | <input type="checkbox"/> Community courses/training |
| <input type="checkbox"/> Union Courses | <input type="checkbox"/> Language training |

References/ bibliography:

<http://www.oise.utoronto.ca/depts/sese/csew/nall/res/skcoach.pdf>

<http://www.winkit.eu/tools/50167-skills%20and%20knowledge%20profile.pdf>

8. Examples of Good Practice in the use of Autobiographical Pedagogical Approaches (with Second Generation Migrants) in the Netherlands

Because most of the second generation migrants are studying at ROC schools; developments referring to the sector of Vocational Education and Training are especially of importance. These good practices are based on activities to integrate second generation migrants in Dutch society and to make them suitable to play their role in the Dutch economy in a good way. They should be taught to speak and understand Dutch, because that is a strong condition to obtain work and to play a good role as a Dutch citizen. There are fewer examples of good practices based on working with the narrative method. Of course the experiences of migrants in their native country are important and are asked for to get a good understanding of the person and their thoughts for using it to build a good scholar programme, but finding examples where it is methodological build in the training programme is more difficult.

8.1 KISS project

Description of the institution:

ROC Nijmegen and others

Description of activities:

ROC Nijmegen is participating in the KISS project. This project stands for melting together initiatives which have proved to be successful, in the field of intercultural diversity in the sector of Vocational Education and Training, commissioned by the Foundation Educational Participation Fund for Vocational Education and Training, December 2009.

Goal of the inventarisation is the accessibility and enlargement of initiatives which are well placed for success. The project has five subgoals:

- Nominate circumstances and factors for success. Inventarisation of factors for success or failure in the participating institutions, with emphasis on the factors for success;

- Spotlight on good practices. Inventarisation of good practices in institutions for Vocational Education and Training in the field of cultural diversity in personnel management and labour market policy
- Mix together, transmit and exchange. This will be an essential contribution to the national theme-days;
- Generate publicity;
- Make a plan and formulate recommendations. There has to be a final report including a plan for implementation and recommendations for the reinforcement of ethnical and cultural diversity, written from the experiences in practice.

Goal of the inventarisation is the accessibility and enlargement of initiatives which are well placed for success. In this KISS project ROC Nijmegen is called to be an innovative front-runner in the field of colourful educational teams.

Applications of activities for the Bridge project:

Focus attention on awareness for urgency and generating publicity

- Create leading coalitions with an “ambassador” and give light to good practices
- Develop a vision and strategie; appoint factors of success
- Communicate a vision for changes
- Anchor new approaches in operative culture
- Focus on knowledge, attitude and behaviour
- Use a project approach

Worksheet:

Get acquainted with the content of the KISS report.

1. Nominate circumstances and factors for success. Invent factors for success or failure with emphasis on the factors for success.

2. Spotlight on good practices. Invent good practices in the field of cultural diversity in personnel management and labour market policy.

3. Mix together, transmit and exchange. This will be an essential contribution to the national theme-days

4. Generate publicity.

5. Make a plan and formulate recommendations. Make a plan for implementation and recommendations for the reinforcement of ethnical and cultural diversity, written from the experiences in practice.

8.2 Diversity is worthwhile (“Diversiteit loont”).

Description of the institution:

Policy makers

Description of the target group:

Institutes in the Educational sector.

Description of activities:

This report presents a business case for diversity policy in the educational sector. It provides reasons for schools to take deliberate measures in order to be an attractive working environment for people of diverse ethnic backgrounds. In order to make a school a more ethnically diverse workplace good HRM is most important. In addition, specific measures can be taken. Besides the ethnic composition of the workforce, there are other beneficial effects of (all) teachers trained in intercultural competences.

Source: “Diversiteit loont”. De meerwaarde van diversiteitsbeleid in het onderwijs. J. Berger en J. Bokdam, Zoetermeer, September 2009.

Applications of activities for the Bridge project:

- Know and beware of your own standards and values.
- See to it that you know the standards, values and behaviour codes of other people.
Separate meanings from facts.
- Determine the way how to act in the given situation with the ascertained differences in standards and values.

Worksheet:

1. Which rules and codes are of influence of your own thinking, acting and communication?

2. Reflect and think about the meaning of “strange behaviour” showed by another person.

3. Determine your own frontiers in accepting the behaviour of others. Make these frontiers clear and communicate in a proper way.

8.3 Labour migration policy for the Netherlands

Description of the institution:

University of Twente; Westfälische Wilhelms-Universität Munster

Description of the target group:

Institutes in the Educational sector.

Description of activities:

In this report it is said that migration will not be the solution to solve the problem of the expected shortages in workers in the Netherlands as too many migrants are needed to satisfy all demands. The focus on labour migration is laid on acquiring a good basis on the need for a dynamic knowledge economy and the “battle of the brains”. In this policy migrant workers are admitted to the Netherlands based on their high skills.

So, increasing the stock of workers to solve (future) shortages on the labour market can be achieved better, by increasing the participation of the domestic working population. The main task will be increasing the participation level of people already present in the country with special emphasis on the stock of immigrants already present in the country.

Source: Labour migration policy for the Netherlands, a study on skill import to meet labour demand, Bart Pegge, NiDi, juni 2007.

Applications of activities for the Bridge project:

- Make yourself acquainted with the content of this policy document.

Worksheet:

1. Discuss the results of this policy document in your own organisation.

2. Make a recommendation to the staff on the strength of the results of the discussion.

8.4 Colourful educational teams

Description of the institution:

ROC Nijmegen

Description of the target group:

Second generation allochthons

Description of activities:

In 2007 ROC Nijmegen started a long term project, called “Colourful educational teams”. In addition to an employment project by the city of Nijmegen, ROC Nijmegen said “yes” to the demand of the City Council of Nijmegen to give a regular labour place to 16 allochthon educational assistants in training. This project is still going on. An additional result of this project is that the policy in ROC Nijmegen for diversity is not only aimed at the development of colourful educational teams. The new goal is to be a multicultural organisation. The result of all the projects for diversity ROC Nijmegen is participating should lead to a lasting anchor in the organisation.

This means that in future ROC Nijmegen:

- will take into account the ethnic and cultural component as a matter of course; in the way of giving leadership and in all facets of the institution policy and personnel management;
- will judge diversity and multiculturalism as an added value;
- will work on a stable heterogeneous culture with values and ethics to diversity;
- will select a multi ethnical staffing with allochthon employees at all levels.

Concrete ROC Nijmegen will strive that:

- realising a diverse staffing will get a lasting place within personnel policy, especially with regard to recruitment and selection;
- in the competences of their staffing, will admit that they are able to work multiculturally and that this way of working will be declared as a main competence;
- a process of waking up to diversity management;

- diversity will be an essential item in mission and policy documents of the organisation;
- allochthon colleagues will remain part of the staffing;
- the concept of “Colourful educational teams” will be worked out further.

With this project towards allochthon educational assistents ROC Nijmegen won a national contest for interculturalisation. In the follow up of this project ROC Nijmegen started in developing a “Train the Trainers” course. In this course trainers and educators are trained in intercultural competences and are supported to improve their social cultural competences and methods of education towards the diverse composed groups of students. Because it was an internal project, it was on a small scale. During the project it was marked that there was a lack of knowledge about the population of migrants, because the internal project was insufficient, based on statistical research and survey, and there was insufficient research to the personal situation and background of the individual migrant student. There was no connection to a pedagogical intercultural approach based on autobiographical narrative research.

Applications of activities for the Bridge project:

- Create colourful educational teams
- Give a working guarantee for allochthon educational assistents
- Promote intercultural communication
- Strengthen identity and image
- Enlarge successful stories

Worksheet:

1. Write down the possibilities to create colourful teams in your own organisation;

2. Research the possibilities to finance colourful teams with additional money;

3. Get acquainted with the persons who are of importance in the promotion of intercultural communication. Write down your ideas.

4. What can be your contribution to work on identity and image.

8.5 Intercultural Effectiveness Training

Description of the institution:

University of Groningen, the Netherlands

Description of the target group:

Employees working with multicultural students in the Vocational Sector

Description of activities:

The Intercultural Effectiveness Training is a training program to improve the competences a person needs when he has to deal with persons from another culture. The training is supported by an interactive multimedia program in which the participant is asked to choose in several situations (90 short films of 1 minute are available) for different solutions directions. The uniqueness of the training is that it is focused on training and learning competences, not on gathering knowledge about specific cultures. The knowledge of specific cultures can become outdated in our fast moving world and even cause stereotyping. The competences to be trained will remain longer and are suitable to different cultures. To train the competences the participant has to deal with critical incidents, intercultural difficult situations. The participant can point out how he should react in these situations. Then there will be feedback; participant will get scores and will be informed about the effectiveness of his actions. The method is based on scientific research and handles the principle that more reactions are suitable to be effective. Important in this method is training of personal competences; acquiring intercultural effectiveness; independent of specific cultures; the non normative character because more reactions can be effective; underpinned by research.

Research proves that five competences can help us to be effective in contact with people from other cultures or in strange cultural surroundings:

- Cultural emphasis: the capability to identify in the feelings and behaviours of people with a different cultural background;
- Open mindedness: an open and unprejudiced attitude towards other groups and other cultural standards and values;

- Social initiative: the disposition to step outside in another culture or in a multicultural setting;
- Emotional stability: the disposition to stay calm in stressful situations;
- Flexibility: the capacity to adjust behaviour to variant situations.

The training is aimed at cultural emphasis, open mindedness and social initiative. Research tells us that emotional stability and flexibility are less to be trained.

The IET method is developed by Dr. Jan Pieter van Oudenhoven, crosscultural psychologist and professor at the University of Groningen, the Netherlands.

For the scientific underpin: Van der Zee, K.I. & Van Oudenhoven J.P. (2000) Psychometric Qualities of the Multicultural Personality Questionnaire: a multidimensional instrument of multicultural effectiveness. *European Journal of Personality*, 14, 291-309. And (2001) The Multicultural Personality Questionnaire. Reliability and validity of self- and other ratings of multicultural effectiveness. *Journal of Research in Personality*, 35, 278-288. *European Journal of Personality*, 14, 291-309. And (2001) The Multicultural Personality Questionnaire. Reliability and validity of self- and other ratings of multicultural effectiveness. *Journal of Research in Personality*, 35, 278-288.

Applications of activities for the Bridge project:

- Promote self judgement; own standards and values are not universal
- Work on knowledge and judgement about standards and values of others
- Develop intercultural consciousness
- Train methods to deal effectively with differences
- Pay attention on the daily working setting within your own function
- Be alert for non verbal communication
- Pay attention not to cross the border of acceptance

Worksheet:

1. Contact IET and discuss the possibility to get access to some films in order to judge them for further use (they are for sale).

2. How you score regarding the five intercultural competences.

9. Examples of Good Practice in the use of Autobiographical Pedagogical Approaches (with Second Generation Migrants) in Germany

9.1 “Cultural liaison”

Description of the institution:

GGUA refugee support, Münster

Gemeinnützige Gesellschaft zur Unterstützung Asylsuchender e.V.

Main tasks:

Career counselling

Integration into the labour market

Description of the target group:

The target group is composed of people of different nationalities and religions, with a variety of marital statuses in an age range between 20 and 60 years.

Description of the activities:

Training to be a “cultural liaison”.

Main objective:

Primarily second-generation migrants from various nations and German women from Münster come together to discover different cultures through a lively dialogue. Better mutual understanding should help to simplify social interaction. The program consists of 16 group meetings and six weekend seminars. With the help of a professional speaker, the participants work to:

- acquire basic cultural knowledge
- learn dialogue techniques
- gain insight into different professions.

The course is divided into three modules:

Module 1:

- basic knowledge about different religions and cultures
- overview of different human and religious values

Module 2:

- communication and moderation techniques
- project management
- conflict management

Module 3:

- Who is working with second generation migrants?
- networking

Special emphasis is placed on the compilation of the participant group to allow a lively exchange of experiences. They should be of different nationalities and religions, have a variety of marital statuses be in an age range between 20 and 60 years.

Application of activity/ies for the BRIDGE project:

This can be one of the building blocks to form the basis for designing the training concept for BRIDGE. This approach is useful to show how better understanding and communication skills amongst second generation migrants would be developed. Networking is an important issue for integration.

References / bibliography:

Praxishandbuch Profilpass, Dokumentation eigener Kompetenzen und des persönlichen Bildungswegs. Deutsches Institut f. Erwachsenenbildung (DIE), Deutsches Institut f. Internationale Pädagogische Forschung (DIPF), und Institut f. Entwicklungsplanung u. Strukturforschung (IES) (Ringeinband - Mai 2006)

Integrationsagenturen in Nordrhein-Westfalen, Rahmenkonzeption des Landes entwickelt in einer gemeinsamen Arbeitsgruppe mit den Verbänden



<http://www.mgepa.nrw.de/pdf/integration/2010-03->

[30_Endfassung_Rahmenkonzeption_mit_Arbeitshilfen_18_12.pdf](#)

Work sheet 2:

Intercultural learning to build selfconfidence and encourage selfreflexion

Basic tool which can be used for a variety of situations such as doing interviews or self presentation or introducing another person. Further information can be found at: <http://www.invia-bayern.de/assets/files/interkulturelle-handreichung.pdf>

Duration 10 to 20 min

Material: Pencil, paper

Personal profile

Name: _____

Date : _____

Age: _____

Persons in my family: _____

Professions in my family: _____

A specific person in my family: _____

Best friends: _____

My dream job: _____

Favorite sports: _____

Favorite sport team: _____

Favorite daytime: _____

Favorite color: _____

Favorite film and music: _____

The animal I love: _____

Hobbies: _____

Signature

9.2 Migrant women make fashion

Description of the organisation:

Chamber of Trades Training Centre, Münster
Public Corporation (department school for fashion)
Koordinierungsstelle für Migration

The Chamber of Trades in Münster represents the interests of the self-employed trade people and their employees. As a modern service centre, the Chamber of Trades offers comprehensive information, counseling and vocational training services.

Description of the target group:

The target group consists of second generation migrant women from 15 nations living in Münster.

Description of the activities:

Main objective:

Originating from 15 nations, migrant women living in Münster sew clothes in the style of their homelands. They start by informing each other and exchanging information about their countries of origin. The special thing about this exercise is that the creations reflect the traditional cuts and designs of the women's countries of origin, but the materials used in the outfits are traditional Westphalian fabrics that represent the Münsterland area. So this idea was seen as a best practice for integration. The highlight of this action is a fashion show and exhibition for the general public.

Step 1: Workshop: My life story:

- What has my life been like so far?
- Were there turning points in my life?
- What direction is my life taking now?

The women receive a questionnaire to help provoke thought about their lives. Afterwards they present their life stories at the round table and answer questions posed by the other participants.

Step 2: Traditional cuts from each country are presented by the participants.

Step 3: The women sew clothes together as a group.

Step 4: They present their creations at a fashion show for the general public.

Application of activity/ies for the BRIDGE project:

This can be a good tool to form a bridge between public and private life. In comparison to theoretical lessons, this activity is based around an issue that women generally have a high emotional connection to and interest in. They associate what they have learned with a positive experience.

Work sheet 1 - Questionnaire “My life story”

Duration: 30 min

1. What successful experience during my childhood can I actually remember concretely?

2. What is special about my parents’ home?

3. In what order of siblings was I born into my family? How did I feel in that position?

4. Which parent was dominant in my family?

5. Which adjective describes the atmosphere in my family (harmonious, hectic, affectionate etc.)

6. Do my hometown and the region where I grew up have an influence on my life?

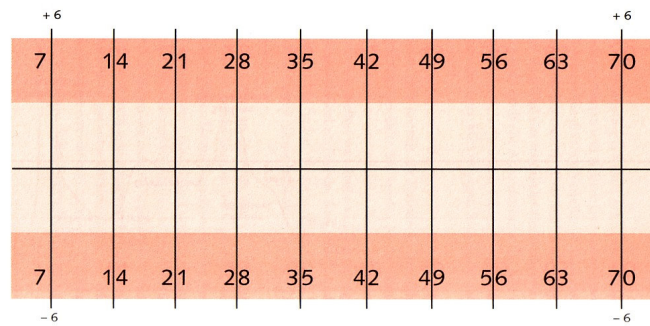
7. What were the reasons why my family left their home country?

8. In which religion was I raised and what does it mean to me today?

9. What people are particularly influential in my life?

Work sheet 2 - Periods of life

Please fill in the sheet below. The numbers stand for your age. Write down the specific periods of your life (e.g. school time, first job etc.)



Duration: 10 min.

9.3 KENDİ: A pilot project for the educational integration of immigrant children in Hamburg

“Young Role Models” Mentoring with migrant backgrounds

Description of the organisation:

Cooperation partners:

- Neighbourhood organisations and selected schools
- Office for Intercultural Education at the University of Hamburg
- State Institute for Teacher Training and School Development
- ATU (Association of Turkish Businesspeople and Entrepreneurs)

Financed by:

- Deutsche Behindertenhilfe
- Aktion Mensch e.V.
- Preusshof Stiftung

Description of the target group:

The target group consists of school children with migrant backgrounds and young migrants in Hamburg.

Description of the activities:

In the project to support immigrant schoolchildren in Hamburg, these children are partnered with “big brothers”, “big sisters” or mentors who themselves have second generation migrant biographies. Based on their own experiences, they help younger students experience success in their school careers and further personal development. In addition to addressing tutoring needs in specific school subjects, this project wants to provide the “empowerment to learn” and boost self-confidence for these children.

The parents of the pupils were included to establish networks and to improve their own structural information. Before the start of the project, the mentors took part in a one day seminar on the topic of mentoring. A particular focus was placed on understanding their roles and migrant experiences. They also learned specific coaching tools.

Prerequisites for entering the mentoring training were:

- own migrant background
- 18 – 26 years of age
- Abitur (A-level highschool graduation) completed in Germany
- post-secondary studies or apprenticeship (underway or completed)

Duration: 1.5 years

Application of activity/ies for the BRIDGE project:

By sharing their own biographical experiences, the mentors are able to help facilitate the integration of the immigrant schoolchildren. The schoolchildren have the feeling that these mentors can understand their situations and they develop confidence to believe in the possibilities of success for their own integration. The use of mentors can be applied at any stage of one's social and economic life and therefore an excellent, universal practice.

References:

Further information about the project: www.verikom.de/junge_vorbilder

Kompetenzfeststellung braucht Qualität - Quality required to determine expertise

Material for training: http://www.kumulus-plus.de/fileadmin/pdf/doku/was_kann_ich-praxishandreichung_2010_web.pdf

9.4 “Kompetenzbilanz” (Monika Jaeckle / Wolfgang Erler):

Check list to help assess one’s own abilities and possibilities available as a result of one’s unique life experiences

Description of the organisation:

Kompetenzbilanz für Migrant/inn/en © 2003

Deutsches Jugendinstitut e. V., München

Nockherstraße 2, 81541 München

Contact E-Mail: jaeckel@dji.de

Bezugsadresse: Beatrice Zepf, DJI, Nockherstraße 2, 81541 München

Description of the target group:

The target group consists of young adults.

Description of the activities:

The questionnaire serves as a personal guideline. It should help participants understand very clearly what skills or expertise he or she has developed as a result of his or her unique life experiences.

The “Kompetenzbilanz” is an instrument to help recognise which important qualifications have already been developed through one’s life activities and to stimulate thought about which professional possibilities and perspectives are well-suited to draw from this experience.

DESCRIBE / RECOGNISE / PROVE / IMPLEMENT

- In which areas was I active in my life thus far?
- What did I learn there?
- What expertise did I develop through this?
- How can I document this?
- Where can I use what I have learned?
- What will I achieve with that?

The section DESCRIBE involves writing down in which areas I have been active in my life.

The section PROVE focuses on providing concrete proof of the activities carried out and the resulting skills and expertise gained during my life. The objective is to create a personal portfolio that can serve to prove my qualifications while looking for jobs or submitting job applications etc.

The section RECOGNISE deals primarily with the question: What skills have I developed during my daily activities? What general skills have I acquired through my work experience and through my activities outside of work? When talking about qualifications, skills and expertise, most people only think about school, training and work. However, many studies have shown - and the results are no longer a source of controversy – that 70–80% of the skills we possess are acquired from other areas of life such as the family, pursuing personal interests, volunteering, learning from others and from role models.

Application of activity/ies for the BRIDGE project:

This approach can be useful to the participants to reflect on the different activities they have already carried out in their lives; being aware of these skills helps to strengthen one's self-confidence.

Worksheet 1

Proof of competence (overview)

Proof	Description	Recognition
	1 Who am I?	
	1.1 Family	
	1.2 Important people in my life/role models	
	1.3 Language	
	1.4 Significant stages/situations in my life	
	1.5 My family	
	1.6 Migrant background	
	1.7 My personal network	
	2.1.1 School and profession	
	2.1.2 Experience	
	2.1.3 Military	
	2.2.1 Private Community	
	2.2.2 Handling of garden, pets, house, agriculture	
	2.2.3 Housekeeping, cooking	
	2.2.4 Children / old people / sick people	
	2.2.5 Handicrafts	
	2.2.6 Foreign languages	
	2.2.7 Qualifications	
	2.2.8 Creative interests	
	2.3.1 What life has taught me so far? Difficult situations I was able to solve or to deal with like illness, death, debts...	
	2.3.2 Personal life experiences	
	3. Objectives	

Further information:

You can obtain the entire sheet from: Kompetenzbilanz für Migrant/inn/en © 2003

Deutsches Jugendinstitut e. V., München

Nockherstraße 2, 81541 München

Contact E-Mail: jaeckel@dji.de

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10. Appendices: Additional Information about Second Generation Migrants and Autobiographical Pedagogical Approaches

10.1 Films related to Second Generation Migrants and Autobiographical Pedagogical Approaches

10.1.1 Films relating to the lives of Second Generation Migrants

Bend it Like Beckham (2002) Director: Gurinder Chadha (A Nice Arrangement 1994).

This popular hit tells the story of Jesminder Bhamra (Parminder Nagra), daughter of strict Indian Sikh immigrants living in the U.K. Jess is a very gifted footballer, or soccer, player. Unfortunately, her parents are less than thrilled by this!

Catenaccio in Mannheim (2000) . Director: Mario di Carlo

The documentary portrays the lives of Italian immigrants in Germany. Their collective memory is discussed as a confrontation between the two worlds Italy and Germany: What do the children of the former Italian ‘guest workers’ know from the immigration of their parents? The film shows the personal journey of a second generation migrant. From the streets of Mannheim during the Euro 2000 the path leads up to the home village of his father to Sicily.

DE 2002.(2002) Director: Christian Wagner

This is a drama about 17-years-old Maikis who lives with his 13-year-old brother, Christos, already a grown-up brother and his mother in a studio in Munich Hasenberg. This is a district for vulnerable people. The family came to Germany in the hope of having a better live there than at home. But even in Germany the Turkish Greeks lead the life of outsiders and their children are considered bad in school. They deal drugs and Christos sometimes works as a prostitute. The police are already after them, as Hanna, a new teacher, comes to Maikis’ and

Christos' school. Hanna, a new teacher, has a difficult situation from the beginning but can gain the students' confidence with the social worker Xaver.

Fratelli d'Italia (2010). Director: Claudio Giovannesi.

It is a movie that narrates about three youngsters belonging to second generation migrants who live in Ostia near Rome and attend the same school. The movie underlines their dreams, hope for their future but also their isolation and angry living in the Italian society.

Giallo a Milano (2008). Director: Sergio Basso.

It is a documentary about some young adult Chinese Second generation migrants in Milan (Lombardy) that narrates how they arrived in Milan, how they live in the Milanese China Town and what are their hopes for the future.

Ghettokids (2002). Director: Christian Wagner

The film plays in Hasenbergl, Munich. The focus is set on two brothers who came from Turkey, with Greek family roots. Since it was difficult for them in Turkey, their mother went with them to the older brother, who was already in Germany. The young ones are without perspective, without orientation. They have adapted quickly to the harsh tone in Germany. Deep inside they feel torn and do no longer know where they belong.

18 Parallel (2007). Directors: Esin Büyükyildirim and Osman Ozan Özbanazi

This is documentary and it is 84 minutes long. It was created by the directors of SGM. Esin Büyükyildirim was born in 1978 in Istanbul, Turkey and he was involved in post-graduate studies at the Academy of Media Arts Cologne from 2004 to 2007. He has a degree in the subject group of media design. Osman Ozan Özbanazi was also born in Cologne, in 1977. He was involved in post-graduate studies at the Academy of Media Arts Cologne from 2004 to 2007 and has a degree in the subject group of media design.

It is a film which narrates about Semih and Tamer: A young 18-year-old high school student of Turkish descent and a young high school student from Istanbul talk of their experiences. Semih lives in Cologne and was born and raised in Cologne. Between two cultures, he tries to find his own way. Tamer lives in Istanbul and attends a German high school, for his parents a German education is important. The similarities and the differences of the protagonists' lives are key to this dramatic documentation.

Neukölln Unlimited (2010). Directors: Agostino Imondi and Dietmar Ratsch

The documentary *Neukölln Unlimited* tells the story of three brothers from Berlin who live with the fear of deportation every day. They are firmly rooted in their neighbourhood, in Neukölln, the most vulnerable district of Berlin, in which residents from more than 160 different nations live. Many of them like Lial Akkouch, Hassan Akkouch and Maradona Akkouch are second-generation immigrants born here or have lived for decades in Germany without a German passport. Documentary is full of HipHop music and Breakdance.

10.1.2 Videos about Second Generation Migrants in Europe

Festival Talking About MY GENERATION!

http://www.youtube.com/watch?v=EkfnE9o_9Es or <http://www.2ndgeneration.eu/>

This is the video of the Festival, "Takling About my Generation", that took place on 14th-15th of November 2009 in Athens, Greece. The festival aimed at raising public awareness for the problems of the 2nd generation migrants in Greece and Europe and at offering the opportunity to young 2ndG migrants to express themselves through art.

Second Generation in Greece

<http://www.youtube.com/watch?v=Fz5m1a0axS0>

This film is about the second-generation immigrants in Greece.

People and Politics - Germany, a Country of Immigration. Why Integration is a High-Priority (2008)

<http://www.youtube.com/watch?v=vdiPPYWHcZ0>

'We asked for workers, but it was people who came'. That's how the writer Max Frisch once put it. When the first guest workers began coming to Germany more than 50 years ago, politicians didn't think about the long-term consequences of labor migration. Millions of people have come since then, first from southern Europe, then Turkey, and later from northern Africa. Now their second- and third-generation descendants live in Germany and have played a large role in the success of the country. But many of them are poorly integrated, living in parallel societies and sometimes in conflict with democratic values. Some of them drift into religious fanaticism or crime. Rupert Wiederwald takes a look at the whole issue of integration, one of the greatest challenges in German politics today.

Second generation of Migrants in search of an author (Seconde generazioni in cerca d'autore)
(April 29 2010)

<http://www.youtube.com/watch?v=CUK2xhPrpfo>

Video concerning a National Seminar about Second generation migrants entitled "The second generation, a challenge for everybody" promoted by the trade Union Cisl and in particular by Anolf Second Generation.

2G – Second for nobody (G2 - Secondi a nessuno (2',42")).

<http://www.youtube.com/watch?v=N1c5R2WzGJU&feature=related>

A video about second generation migrants in Italian schools.

Young Muslim of Italy (Giovani Musulmani d'Italia, Spring meeting in 2008 at Viserbella (Rimini)).

<http://video.google.com/videoplay?docid=3433494223388071253#>

Young Muslims of Italy is an association of young women and men founded in 2001. They organize local and National events to reunify the young Muslim born or grown up in Italy. Their motto is 'we are principle actors with the help of God. This video represents the last meeting hold in spring 2008 organized in Viserbella, Rimini, from April 21 to 24. For more information see www.giovanimusulmani.it

<http://video.google.com/videoplay?docid=3433494223388071253#docid=-3207203607080927866>

Ri-Generazioni (seconde generazioni di immigrati) in Italia (2009)

<http://www.youtube.com/watch?v=CA7KbpVrSdU>

This is a video for the start of a conference about second generation migrants in Italy and their integration into Italian society.

Seconde Generazioni a Confronto: la Rete G2 in Italia (2009)

<http://www.youtube.com/watch?v=PAyKitc9Dtw&feature=related>

<http://www.youtube.com/watch?v=JhDFsNUWoPg&feature=related>

It is a radio broadcast to Medhin, one of the founding members of the Network of Second Generation (Rete G2) in Italy. She draws attention to the purpose of the struggle for citizenship that the Network of Second Generation is engaged in Italy, the stereotypes about second generation migrants and issues related to the construction of identity when people have two cultural backgrounds (the country of origin of their parents and the country in which second generation migrants live).

"1963 They Had a Dream". Documentary (2009)

<http://www.youtube.com/watch?v=tnWg-Id2AUE>

This contextual documentary was produced to accompany the musical "1963 They Had A Dream" in April 2009, shown in the foyer of The Cochrane Theatre to the audiences as they arrived. Narrated by Prunella Scales CBE, it provided a context to the background of the musical, showing how the history and issues of London informed the show. Exploring the prevalent issues of the musical, of immigration, integration and crime; it tracks the changes that society has made in Britain since the 1960s. People who shared stories of their experiences including immigrants and second generation immigrants of various nationalities, notorious gangster "Mad" Frankie Fraser and the YPTC cast and crew whose varied cultural backgrounds provided a rich framework for the documentary.

10.1.3 Films about Autobiographical Approaches

Benefits of Journaling (2009)

http://www.youtube.com/watch?v=J_L4i7iuUNk&feature=related

This video talks about the benefits of journal writing.

Importance of Writing in a Journal (2009)

<http://www.youtube.com/watch?v=ZuTKAqAotiw&feature=related>

Nate discusses the two types of written journals you should be writing. The first is your Life Experiences, Mindset and Emotional Mastery Journal and the second is your Trading Journal. Nate examines the benefits and values associated with each.

Writing Lessons : How to Write Your Life Story (2008)

<http://www.youtube.com/watch?v=WYZy1KbP7L8&feature=channel>

When writing your life story, take notes and consider some of the most meaningful events in your life that you would like to convey. Learn to write your life story with tips from a credentialed teacher in this free video on writing lessons.

Creative & Practical Writing Tips : How to Write a Diary

<http://www.youtube.com/watch?v=OsZGSB7Vm5w>

The purpose of a diary is to describe the day's events. Write a diary with tips from a writing teacher in this free video on writing tips.

10.2 Useful websites concerning Migration, Second Generation Migrants and the Autobiographical Pedagogical Approach in Seven European Countries

10.2.1 USA - World

MPI - Migration Policy Institute – is an American non-profit institute dedicated to migration and second generation migrants worldwide based in Washington. On the website there is a special section dedicated to the European migration.
<http://www.migrationinformation.org/index.cfm>

International Organization for Migration - <http://www.iom.int/jahia/jsp/index.jsp>

The Center for Migration and Development (CMD) promotes scholarship, original research, and intellectual exchange among faculty and students with an interest in international migration and national development. Of particular interest to CMD research is the relationship between immigrant communities in the developed world and the growth and development prospects of the sending nations. Established in 1998 with a founding grant from the Woodrow Wilson School of Public and International Affairs, the Center is part of the Department of Sociology at Princeton University from which it promotes sociological and interdisciplinary research and exchange in its topical areas. A special area of interest is second generation migrants in the United States but also in other European countries such as Spain.
<http://cmd.princeton.edu/index.shtml>

Organization for Economic Co-operation and Development, born in 1948 and based in Paris (France). Main activities: 1) Monitoring, analysing and forecasting. For more than 40 years, OECD has been one of the world's largest and most reliable sources of comparable statistics and economic and social data. As well as collecting data, OECD monitors trends, analyses and forecasts economic developments and researches social changes or evolving patterns in trade, environment, agriculture, technology, taxation and more 2) Publishing. OECD is one of the world's largest publishers in the fields of economics and public policy. OECD

publications are a prime vehicle for disseminating the Organization's intellectual output, both on paper and online. 3) Many publications and working paper are dedicated to migration and second generation migrants. <http://www.oecd.org/>

International Migration Database from OECD based in Paris. It is a great database in which there is a particular section dedicated to migration: inflow and outflow of foreign population and acquisition of nationality. <http://stats.oecd.org/Index.aspx?DataSetCode=MIG>

10.2.2 European and European Union

European Foundation for the Improvement of living and Working Conditions (2007) ployment and working conditions of migrant workers. <http://www.eurofound.europa.eu/>

TIES (2009) 'Die Integration der Zweiten Generation in Europa', available at: www.tiesproject.eu

UNICEF is the driving force that helps build a world where the rights of every child are realized. We have the global authority to influence decision-makers, and the variety of partners at grassroots level to turn the most innovative ideas into reality. That makes us unique among world organizations, and unique among those working with young. Uniceff has also some relevance about second generation migrants. <http://www.unicef.org>

10.2.3 Italy

Istat - National Institute of Statistics in Italy (Istituto nazionale di Statistica in Italy) <http://www.istat.it>

Network of Second Generation in Italy (La Rete G2 – Seconde Generazioni) <http://www.secondegenerazioni.it>

Chinese Second generation migrants Association in Italy (Associna) <http://www.associna.com/>

Free University of Autobiography (Libera Università dell'Autobiografia – LUA)
<http://www.lua.it>

Foundation for Events and Researches about Multiethnicity (Ismu – Fondazione Iniziative e Studi sulle Multiethnicità) <http://www.ismu.org>

CeSPI (Centro Studi di Politica Internazionale), Centre of International Policy Studies based in Rome, is a non-profit free and independent association founded in 1985 that realizes studies and policy-oriented researches. The Centre realizes different kind of activities: research, consultancy, training and dissemination concerning relevant topic about International relations. <http://www.cespi.it>

10.2.4 Austria

Austrian Forum for Migration Studies: Statistic about Migration in Austria (Statistiken – AusländerInnen in Österreich) <http://www.ist-world.org/OrgUnitDetails.aspx?OrgUnitId=ab273bd3dc644ddea1d0e97ec0424c68>

The Austrian Institute for Youth Research conducted a study about young migrants in education and work in 2007. The qualitative approach comprised 30 narrative interviews with youths with a migration background. The purpose of the autobiographical narration was on scientific, rather than on pedagogic nature. http://www.oeij.at/site/article_list.siteswift?do=all&c=gotosession&d=de%2Fpublikationen%2Fdownload

The *Ludwig Boltzmann Institute* works within the topic *Migration and Memory*. In the centre of research stands the interconnection between migration, history and memory in two European Countries: Austria and Sweden. The empirical research concentrates on discourses and narratives on migration and integration, the hegemonic representation of migration history as well as on the history of migrants in Austria since 1960. As mentioned above, in the 1960s, Austria, like other European countries, took concerted action to attract foreign workers from Ex-Yugoslavia and Turkey in order to supply the domestic labour market. There is no

special focus on first or second generation migrants in Austria, migration history is analysed as a whole. <http://ehp.lbg.ac.at/index.php?pId=i15631hb1326tub200814&mediaId=1>

E-LISA Academy is an online e-learning network for teachers offering free online tutorials. Mari Steindl who works at *IZ – Das interkulturelle Zentrum* (english: *Intercultural centre*) wrote a tutorial on “intercultural learning – intercultural pedagogics”. Since 1991, intercultural learning is an official educational principle in Austria. Among the material provided in the tutorial there are a lot of useful exercises that are based on narrative, autobiographical approaches. The online tutorial is targeted at teachers who search for inspirations for their educational practice. The exercises can be applied in heterogenous, multicultural classrooms and are design for pupils of all nationalities. <http://www.e-lisa-academy.at/?logout=1&cid=9513>

And what does this have to do with me? Transnational conceptions of history about the National Socialist past, (in german: “Und was hat das mit mir zu tun? Transnationale Geschichtsbilder zur NS-Vergangenheit”) It is a 2-years-research project that is conducted in a Viennese school with a high migration proportion by contemporary historian Dirk Rupnow. The purpose of the project is to find new ways of appropriately teaching National Socialism and Holocaust under the special conditions of our contemporary migration society. It is based on the concept of learning through remembering and narrating. <http://www.sparklingscience.at/de/projects/312-transnationale-geschichtsbilder/>

10.2.5. United Kingdom

EDS - The Economic and Social Data Service is a national data archiving and dissemination service which came into operation in January 2003. The service is a jointly-funded initiative sponsored by the Economic and Social Research Council (ESRC) and the Joint Information Systems Committee (JISC). <http://www.esds.ac.uk/about/about.asp>

ESRC/TLRC (2008) *Learning Lives: Learning, Identity and Agency in the Lifecourse* <http://www.learninglives.org/index.html> Economic and Social Research Council and Teaching and Learning Research Programme. (Accessed June 2010)

Evaluation Trust (accessed 7th June 2010) The Story-Dialogue Method
<http://www.evaluationtrust.org/tools/story>

‘Russians in Britain’ Study Group <http://www.ehrc.ox.ac.uk/russiansinbritain/Byford.htm>

10.2.6 Slovenia

The Statistical Office of the Republic of Slovenia (SORS).<http://www.stat.si>

The National Educational Institute (<http://www.zrss.si>)

University of Ljubljana, Faculty of Arts, Department for pedagogy and adult education
(<http://www.pedagogika-andragogika.com/>)

Slovenian Institute of Migration (<http://isi.zrc-sazu.si/>)

Faculty of Education Ljubljana (<http://www.pef.uni-lj.si/>)

Faculty of Education Maribor (www.pfmb.uni-mb.si)

Faculty of Education Koper (www.pef.upr.si)

10.2.7 Sweden

Official Statistics in Sweden - <http://www.scb.se>

Swedish Migration Board - <http://www.migrationsverket.se/english.jsp>

10.2.8 The Netherlands

The Dutch Central Bureau for Statistics - <http://www.cbs.nl>; <http://www.statline.nl>

10.2.9 Germany

The German Diary Archiv (Deutsche Tagesbucharchiv e.V.) <http://www.tagebucharchiv.de/>
The Federal Government Commissioner for Migration, Refugees and Integration has their official website with constantly updated information and many publications for download. www.integrationsbeauftragte.de

The Institute of cinema and film culture offers practical support and thematic film projects. Booklets can be downloaded free of charge upon registration. www.film-kultur.de

Institut for History and Biography Long distance University of Hagen (Institut für Geschichte und Biographie "Deutsches Gedächtnis" Fernuniversität Hagen) www.fernuni-hagen.de

Archiv for everyday narratives of the University of Hamburg (Archiv für alltägliches Erzählen Universität Hamburg - Fakultät für Geisteswissenschaften FB Kulturgeschichte und Kulturkunde - Institut für Volkskunde / Kulturanthropologie) www.kultur.uni-hamburg.de/volkskunde

Your life is your story <http://www.your-life-your-story.com/>

Inovations Report: Forum für Wissenschaft, Industrie und Wirtschaft <http://www.innovations-report.de/>

Achten statt Aechten : Die Initiative für benachteiligte Jugendliche www.achten-statt-aechten.de

Exile-Club is a project of *Schulen ans Netz e.V.*, that informs about people from other cultures who live amidst us. www.exil-club.de

Integration junger Menschen mit Migrationshintergrund as JMD-Portal präsentiert 417 Jugendmigrationsdienste. At their website the network with the service to advise young people personally on their integration is available. www.jugendmigrationsdienste.de



Top Videonews, Germany A website with an extended list of videos about second generation migrants <http://www.top-videonews.de/themen/migration/filme/default3.htm>

Migration online. Here are almost 200 films and videos from a variety of projects about youth and young adults. www.migration-online.de

10.3 Music Videospots produced by Second Generation Migrants

Murat & Jose band – Od ljudi za ljudi

<http://www.youtube.com/watch?v=cGZs0q83kMw&feature=related>

Murat & Jose band - Postan ti sam ft. Maya

<http://www.youtube.com/watch?v=gNmO1iD9KN4&feature=related>

Kosta *in Koko* & Mandovi – *Sreća pride*

<http://www.youtube.com/watch?v=XqtoqUs1zxo&feature=related>

Through Our Eyes Trailer

<http://www.youtube.com/watch?v=AvRi1lbSwUg>

This is a trailer to a documentary (produced by Bryan Capistrano) about the life of second-generation immigrants in Canada. A story is told through the eyes of four second-generation immigrants from different cultural backgrounds.

2nd Generation Immigrants

http://www.youtube.com/watch?v=c1qm7hRxl_Y&feature=related

Fulfilling Promises: Voluntary Service for Cross Cultural Integration of young 2nd generation immigrants.

10.4 Lyrics produced by second generation migrants

Magnifico – Kdo je čefur?

[http://www.lyrko.com/si/lyrics_Magnifico - kdo_je_%C4%8Defur](http://www.lyrko.com/si/lyrics_Magnifico_-_kdo_je_%C4%8Defur)

<http://slolyrics.com/magnifico/kdo-je-cefur/>

10.5 Autobiographical Novels written by second generation migrants

Vojnović, Goran (2008), *Čefurji Raus*. Ljubljana: Študentska založba.



More about the project and other *Bridge* products can be found at: <http://www.bridge2g.eu/>.



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