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Pedagogical Concept

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I. Introduction

This conceptual paper is built on the findings of the analysis phase and it transforms analysis results into a socially-inclusive learning design. The basics of the content stem from the social inclusion, socially inclusive pedagogy and outreach approaches in lifelong learning research. A complex activity, such as the creation of a learning platform for two different target groups, requires careful planning, and this is precisely the purpose of the pedagogical concept. This document is prepared as a kind of "guide" for the design, structure and formation of the learning platform and all other materials for the minor and young refugees as well as librarians and social workers. The pedagogical concept thus defines general guidelines, which are subsequently required and applied both for the adaptation and re-creation of teaching and learning materials as well as the programming of the learning platform and the online tutorial. We also hope that it reaches out to a large group of people and provides an example for future projects and initiatives in relation to socially inclusive learning. This guide is structured as follows:

- General foundations of socially inclusive pedagogy
- Socially inclusive pedagogy in LIB(e)RO
- Structure of the learning platform
- Learning materials
- Open source guidelines

II. General Foundations of Socially Inclusive Pedagogy

Before delving into socially inclusive pedagogy, we would like to provide a conceptual framework in the "social inclusion" as we are aiming at reaching minor and young refugees and supporting them in increasing their participation in every aspect of their life in their new surroundings. Social inclusion is a relatively new and crucial concept in our multicultural and heterogeneous society today as almost everywhere around the world, "some individuals and groups confront barriers that prevent them from fully participating in economic, social and political life" (UN, 2016, p. 11). It is occupying a bigger space on the agendas of the democratic governments that want to bring "every person to the minimum standards of wellbeing" (UN, 2016, p. 17), as well as the international and transnational organizations such as World Bank, UN and European Union. It is placed at the heart of Europe's commitment to build a stronger social Europe (Atkinson et al., 2017, p. 3) and EU has been working for the improvement of social inclusion. Within this context, it is vital to have a holistic understanding of the concept. In the literature there are different conceptualisations of social inclusion. Some of the widely accepted definitions are as follows:

Social inclusion is a process which ensures that those at risk of poverty and social exclusion gain the opportunities and resources necessary to participate fully in economic, social, political and cultural life and to enjoy a standard of living that is considered normal in the society in which they live. It ensures that they have greater participation in decision making



which affects their lives and access to their fundamental rights (Commission of the European Communities, 2003, p. 9).

The process of improving the terms for individuals and groups to take part in society, and The process of improving the ability, opportunity, and dignity of people, disadvantaged on the basis of their identity, to take part in society” (World Bank, 2013, pp. 3-4).

The process of improving the terms of participation in society for people who are disadvantaged on the basis of age, sex, disability, race, ethnicity, origin, religion, or economic or other status, through enhanced opportunities, access to resources, voice and respect for rights (UN, 2017, p. 20).

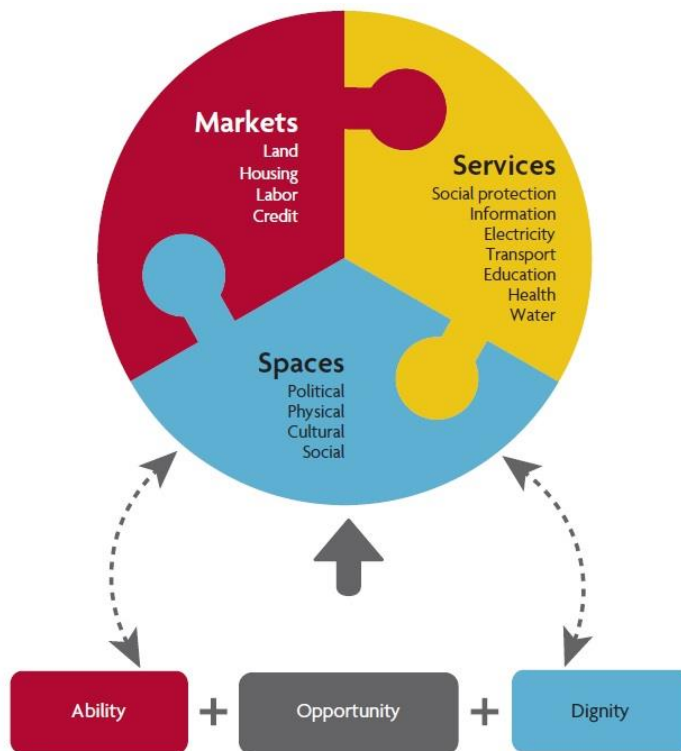
Throughout this document, we adopt the definitions of World Bank and UN as these definitions focus on the wider range of people with disadvantaged background and as their way of improving the participation, e.g., enhancing the opportunities, improving abilities and opportunities, or providing access to recourses. We believe our target group, minor and young adult refugees are especially in a more vulnerable situation and thus require a special care in terms of reaching them, and giving them their voice.

World Bank (WB) (2013) identifies three interrelated domains: markets (land, housing, labour, credit), services (information, social protection, electricity, transport, education, health and water), and spaces (political, physical, cultural and social) in which the individuals should be included and these three domains represent both barriers to and opportunities for inclusion (p. 8). In the same report, WB suggests enhancing social inclusion by improving ability, opportunity and dignity of the individuals with disadvantaged backgrounds (See Figure 1).

In our case, we aim for increasing the inclusion of minor and young refugees to all these domains through our online platform with the support of the librarians and social workers using libraries as open and safe places that can be a hot spot for social inclusion. Our platform aims at increasing the language abilities and social skills of the minor and young refugees as well as providing them opportunities for free access to learning in a safe and socially inclusive environment. Moreover, we also aim at recognizing the needs of the minor refugees and develop the platform in line with their interests. In our project, we place them to the centre with an as much as individual approach and aim for their inclusion in the areas they live and increase their *employability*, *political participation* and *social networks*. By *employability* we mean increasing their competences in line with their previous experiences, skills and training as well as their opportunities and chances for finding a job in the local job markets. We also aim to equip them with necessary knowledge and competences to be able to have a voice in every aspect of the political and social life, to be able to speak up for their rights and reach right tools for pursuing their goals for self-development and for being a full member of the local societies. By *network*, we mean the social net including basic public services such as health, education and judiciary system and other social nets including NGOs, libraries, schools, and other institutions that can support them in having a security network in their local settings.

To reach these aims we use technology and computers as critical channels for social inclusion. “They connect people with information sources and opportunities that may otherwise be inaccessible or poorly accessible, such as public services, legal rights, skills training, jobs and markets” (UN, 2017, p. 31). Libraries provide invaluable sources in increasing access to computers and internet in order to help them better reach the right type of information for orienting themselves and pursuing their development goals.

Figure 1: A Framework for social inclusion



Source: World Bank, 2013, p. 9.

III. Socially Inclusive Pedagogy in LIB(e)RO

Implementation of the concept social inclusion in adult education and, in general, in lifelong learning is still relatively new, and especially its wider use for the development of professional training for adult educators, trainers and pedagogical personnel is not common at all. As one of the first initiatives in this area, a working group at the German Institute for Adult Education (DIE) collaborated with Martin Kronauer (Kil & Kronauer, 2011), a pioneer in the theory development for social exclusion, in order to conduct empirical research on "urban and social inequality", "change in work and new social questions". Approaches and requirements for a socially inclusive adult education were combined with spatial concepts in order to be able to illuminate empirically the needs and the needs of the "excluded" individuals (see Mania, 2014). At the same time, European best practices were collected (Kil, Dasch, & Henkes, 2013) and social inclusion was utilized in individual educational fields such as "financial literacy" through projects such as Project CURVE, which was about integration of debt counseling, (Comforter & Mania, 2016) and EDU-FIN Project which focused on participatory community education based on the dialogical method. Among these attempts, the LiB(e)Ro project is now the first time that with an adult education perspective, a space for a marginalized group is created in an informal learning location which is accessible to all people of all ages and backgrounds, in order to achieve learning outcomes with regard to language learning and intercultural education

UNESCO (2003) defines inclusive education as “providing appropriate responses to the broad spectrum of learning needs in formal and non-formal educational settings” (p. 7). This is what we aim with our project, but the "what" and the "how" are to be defined and assured by means of participatory insights into the needs of our target groups, librarians, social workers and the refugees. LIB(e)RO aims at reaching out the minor and young refugees who are marginalized and have a disadvantaged situation even though it is temporary and supporting them in their learning a new language, a new culture and in starting a new life. As most of these minors and young adult refugees are out of the compulsory school age (See Keser Aschenberger & Kil, 2017), we respond to their learning needs in a flexible and accessible way through e-learning. We believe, a non-institutional learning setting, as a library, is a more open and less intimidating place as their main task is not teaching. They occupy a crucial place in supporting non-formal and in-formal learning and our project makes use of this important function by transforming libraries into safe and multicultural and inclusive learning environments.

Within the process of reaching out this target group we adopt the practice of educational outreach as a pillar to inclusive pedagogy (NIACE, 2001). Within the inclusive pedagogy, it is assumed that only those (here who offer the service in public libraries) who have an inclusive understanding regarding the participation of marginalized and disadvantaged groups are able to carry out offers that require "active access" / outreach. Working locally, consulting. Listening and working with excluded groups and communities is also crucial for our project. Educational outreach is defined by NIACE (2001) as

“a process whereby people who would not normally use adult education are contacted in non-institutional settings and become involved in attending and eventually in jointly planning and controlling activities, schemes and courses relevant to their circumstances and needs (Kevin Ward, Replan review, 1, 1986)” (p. 2).

Thus, this means, providing refugees with appropriate resources, for example, approaching their own surroundings in the district / region, cultivating a network for business and work, and actively involving people who are experts and stakeholders in their own planning and the implementation of further trainings. Reaching out refugees and asylum seekers requires non-traditional outreach strategies. In our case, libraries will be used as non-institutional learning space and refugees will be addressed by social workers and librarians. As it was stated in the needs analysis report (See WIFO, 2017) especially those who live in remote rural areas without any access to educational opportunities are in need of low threshold and local offers.

Four different models of educational outreach are identified by NIACE (2001). These are:

- The satellite model: establishment of educational centers for delivery of programmes in community locations outside main sites or campuses,
 - The peripatetic model: work in organizational settings such as youth hostels, day care centers, homes for the elderly, community centers, hospitals and prisons;
 - The detached outreach model: contacting people outside organizational settings, for example in the streets, shopping centers, pubs and at school gates;
 - The domiciliary outreach model: visiting people or taking services to them in their homes.
- (NIACE, 2001, p. 2)

In project LIB(e)RO, we adopt the peripatetic model in which libraries are used as the learning setting.

"Outreach" strategies can only be successful if an inclusive understanding is also implemented within the organization, which as a learning place offers new and secure learning/communication experience. Thus, equipping the libraries and the social workers with the right tools, methods and competences regarding inclusive pedagogy is very important.

Outreach competences and skills that we want to follow and develop in our project are (see Kil, Dasch, & Henkes, 2013):

- Ability to interact with/listen to people and identify their learning interests and needs
- Ability to adapt to different groups and different situations
- Sensitivity and respect for others and host communities
- Ability to react to widely differing wants and needs
- Ability to conduct local research
- Ability to identify of local networks
- Ability to connect and negotiate with a range of different agencies, groups and individuals
- Ability to locate and negotiate use of premises
- Ability to broker provision between groups and providers
- Sensitivity with reference to gender,
- Motivation for life-long learning,
- Ability to work in a team,
- Ability to appreciate diversity in life and one's own experiences with work,
- Ability to share knowledge,
- Promoting cultural understanding,
- An understanding for demographic change,
- Ability to create aids, material to support learning and different pedagogical approaches,
- Ability to act as a mentor for the participants.

We believe these skills and competences are crucial while working with disadvantaged groups such as refugees. In LIB(e)RO we aim to equip librarians with the necessary skills to that they reach the refugees, and empower both the refugees and themselves.

General Principles to be followed

The basic principles to be followed in preparing the e-learning platform and e-tutorial for the librarians were adopted from the principles of socially inclusive learning identified by the EU-funded Grundtvig Network „OED: Outreach – Empowerment –Diversity“(LLP EU 517734-LLp-1-2011-1-Be-GrundtviGGn). The project was to bring together the expertise to find starting points for development of professionalization leading towards socially inclusive learning. Concepts and methods of continuing education which can enable marginalised and educationally disadvantaged groups, particularly migrants and ethnic minorities are identified, not just to make them participate in continuing education but also involve within their own learning needs as active learners (Kil, Dasch, and Henkes, 2013).

The five OED principles (Kil, Dasch, &Henkes, 2013; Kil & Motschilnig 2014) provide a direction for methodological support for the librarians and social workers and require competence development, which can be mediated or stimulated by the learning platform LIB(e)RO:



1. Creating coherent learning environments
2. Listening and respecting the "voice" of learners
3. Conceptualizing coherent didactics
4. Allowing professionals to exchange roles: teaching using learners' expertise
5. Enabling holistic offers

These five principles will be utilized in every step of the development of the learning platform and e-tutorial.

1. Creating coherent learning environments

An exploratory and courageous "understanding of space" offers the prerequisite for a successful implementation of the principle. The point is to establish learning places where learning can take place without reservations and barriers. Libraries have very good conditions here, they can bring other learning places into the library by means of experts, reading rooms, outdoor facilities, meeting rooms offer a broad aestheticized space portfolio.

2. Listening and respecting the "voice" of learners

In German speaking world there is an old-fashioned educational term, 'pädagogische Kniebeuge' [pedagogical knee bend]. This requires the staff employed in the organizations of education, in our case libraries, to be actively willing and act independently using their pedagogical knowledge. All of them must be willing to actively deal with the life-worlds of others and to be open and attentive when meeting (potential) participants. This skill cannot be presumed to be a 'natural' characteristic which everyone who is working in a library is born with. Stereotypes and confrontation with stereotypes (stereotype threats (i.e. Steele 1997)) are a part of everyday life for every individual and originate from cultural life-worlds, i.e. they are based on experiences that have sometimes been passed down for a long time. A professional manner, preliminary work and contact with people who have already actively dealt with the group and/or are a part of the group are required to handle this. Social workers certainly have an important role to play in supporting the librarians in dealing with these challenges.

3. Didactical Coherence

The next principle concerns adult education's true skill of coordinating content, methods and learning groups: didactics. Learning together with the participants requires an individual approach (individual benchmarks – ideally, students are allowed to learn at their own speed and progress individually with the help of electronically assisted learning), to experience their own learning progress themselves (empowerment) while at the same time being able to interact with the group, have contact and undergo social learning without becoming demotivated about their own level of learning by 'social comparison' libraries as a learning location have a particularly good starting position here; as they generally have absolute "accessibility" since, everything is free of charge and costs of learning is not an obstacle. However, it can lead to certificates through online training courses, and it can allow users to follow basic education, and cultural activities and trainings with a good system of information and guidance and with e-learning possibilities.

4. Allowing professionals to exchange roles: teaching using learners' expertise

Like the first, this principle is one of the most radical in implementing the Outreach strategies: the line between the role of teacher and learner is blurred: teachers become learners and learners become teachers. The force and effect of this principle must be applied and seen in the libraries. On the one hand, the young people with the disadvantaged background are dependent on the expertise of the librarians, as their particular (temporary) living conditions can require particularly local and specific information which can be difficult to access. On the other hand, these young people can support librarians in order to make them understand their situations and needs in finding the right materials, books and e-learning materials that might help them.

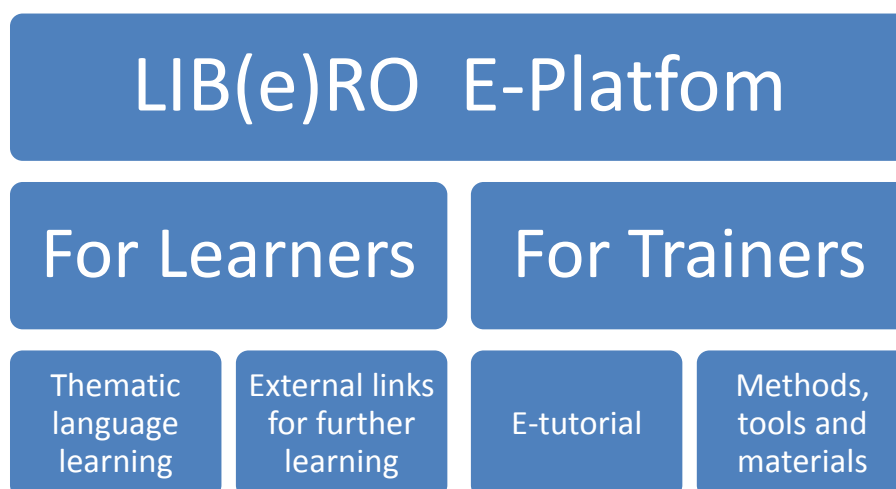
5. Holistic offers / Comprehensive schemes

Focusing on target groups threatened by exclusion when planning learning schemes involves the danger of contributing to reforming problematic groups and reinforcing the mechanisms of social exclusion. Therefore, libraries need to show initiative along lines which leads to inclusion in the educational process and, at the same time, are open for transitions. This requires more than just didactic settings: the services and structures of the course should indicate diversity and openness. All educational and cultural organizations "on-site" should be made transparent and easy to follow and understand for the young refugees (for example, a map of the municipality/district with the hotspots of learning, sports, leisure and cultural activities). The purely "mechanistic" accessibility is often problematic: bicycle rental, tickets from donation boxes, etc. are also possibilities from the library to try new ways and accesses.

IV. Structure of the Platform

The LIB(e)RO e-learning platform will consist of two parts addressing two different audiences: minor and young adult refugees and librarians and social workers (Figure 2).

Figure 2: The parts of the online platform



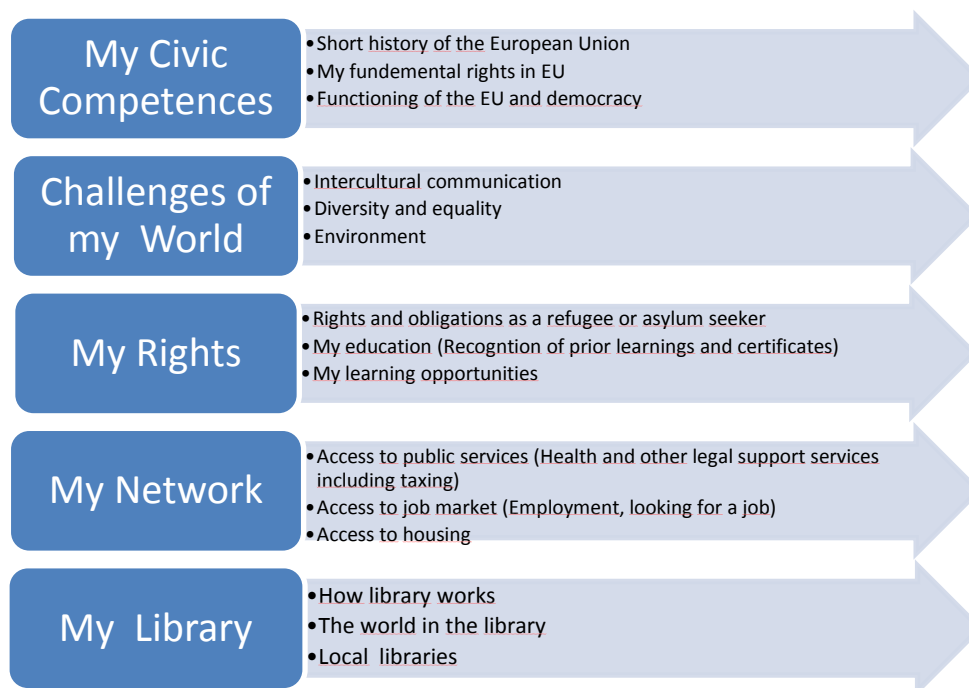
1. Part for the Learners

The part for the minor and young refugees will focus on second language teaching with an integrated curriculum approach. In integrated curriculum, real life situations are presented under different themes as the content of language learning. In our curriculum, we tried to attend to the needs and wishes of the minor refugees who took part in the needs assessment. Main themes that came up were related to local language, life, culture, and opportunities for them. Thus, based on the results of the needs assessment and the pre-search of the existing programme and models, the themes of the platform are decided by the consortium as:

- citizenship education at the European level
- challenges that one can face
- rights and opportunities for refugees and asylum seekers
- access to certain services such as health, housing, legal advice
- local libraries and their role

For each of these themes, a short and catchy title is identified for the learning platform and certain sub-themes were determined (Figure 3).

Figure 3: Themes and sub-themes of the learning platform for minor and young adult refugees



Didactics of the Activities

Online platform for learners will be designed user-friendly, and interactive, as much as possible within the limits of the learning platform we will use. Themes above will provide the content for the language learning platform for the young refugees. The level of the activities and texts are determined to be A2 according to Common European Framework of Reference for Languages considering the fact that users of the platform will not have a high level competence in the local languages (German and Greek). Each theme will be presented with based on four language skills; *reading, writing, listening and speaking*.

Activities in those four skill areas will be designed in line with the principles of foreign language teaching. We will aim for both input and output activities. Even though there will not be interactive and real time speaking activities, we will incorporate activities that can be conducted with other participants and librarians. Each theme will have reading texts, and following comprehension questions. There will be photos, cartoons and drawings in relation to themes and concepts and basic vocabulary. We aim for listening files for each reading text as well due to the fact that listening to the authentic texts from native speakers is crucial for language learning.

External links for learners

In addition to the main part, trainers’ part also includes a bank of external links that may be useful for further learning in different competence areas such as citizenship education, Math, computer skills and links for vocational guidance in their local settings (See Figure 4). We aim at increasing the awareness of these young people in terms of possibilities in learning, especially in their close surrounding and online platforms and courses, trainings, etc. This part will start with an introduction about learning and lifelong learning, because it is not self-evident that the "oasis of peace", a library with a single PC workstation can also be used as a "place of learning". Cultural restrictions, mechanistic disturbances in the learning process, and negative attitudes towards learning may interrupt the learning processes. For refugees, not in addition to basic requirements of motivational for learning, "persistence" in learning, that is, so-called volitional processes must be taken into account and made transparent to the learner. Due to trauma, lack of schooling, parental support, and staying in a (potentially) dangerous environment, may have negative influences on concentration and “leaving themselves into the peace” and degree of protection against isolation. However, it is important to underline here that, refugees should not be given an additional label as "bad" learners, because in general, e-learning requires processes of self-control and overcoming barriers to action through willpower, which is a challenge for all people in the age of digital distraction.

Figure 4: External links for learners for further education and learning opportunities

Links	Language learning
	Citizenship education
	Math and financial literacy
	Computer skills
	Vocational and career guidance

2. Part for the Trainers

Second part of the platform will consists of six sub-sections that aim to equip librarians with introductory information and certain tools and methods that they can use when they work together with refugees and support them in their learning (Figure 5). These themes are also parallel to the themes of the learners’ part in order to enable librarians have a great deal of understanding about the concepts and exercises as well as didactics. We aim for a blueprint for any librarian who would equip themselves and their libraries for providing a safe, open and multicultural learning environment.

Figure 5: List of themes for librarians and social workers for the e-tutorial



Socially inclusive learning: This theme will focus on the basics of socially inclusive learning with some conceptual and theoretical frameworks as well as practical tips and implications about how to create socially inclusive learning spaces and how to promote and guide learning processes of refugees.

Intercultural competence: Here, the focus will be about understanding interculturalism-multiculturalism and diversity. Based on the Multicultural Library Manifesto published by IFLA and UNESCO we want to support librarians in addressing “their community’s unique cultural and linguistic needs through dedicated services and strategies” (Multicultural Library Manifesto, IFLA/UNESCO, 2012, p.2). Thus, in addition to a general theoretical understanding of the basic concepts, principles, hand-on activities and methods will be also provided.

Citizenship education: This part will deal with the basics of citizenship education in order to give librarians a wide view on themes that are included in the learner part of the online platform. In addition to the theoretical and conceptual background, basics of didactics of citizenship education will be presented And, of course, they should also go through the citizen education course which is provided for the refugees in the speech level A2 and that is developed by the University of Passau.

Language learning and teaching: Introductory information about second/foreign language learning and teaching will be presented so that librarians have the basic knowledge and skills in order to support learners who use the online platform in their learning process. We expect librarians are motivated to switch to the "other side" of the learning platform and go through the learning platform in order to find some areas of learning such as English, in order to improve their language skills to be able to communicate with their new users.

Refugees as library users: This part of the tutorial will focus on special issues in relation to refugees and being a user in the library as a refugee.

Methods shelf for resources: Under this title, a list of books, sources, exercises, activities, methods and ideas related to themes listed above will be provided with their explanations. We want to provide a good and comprehensive bank for the librarians and social workers or those who are interested in working with refugees and people with disadvantaged background based on the principles of socially inclusive pedagogy.

V. Learning Materials

Based on the themes for learners and librarians, a template was developed that will help partners look for links, materials, tools, documents and methods that are relevant to our goals. For the language learning, it will be kept in mind that level is determined to be A2. We aim at creating a large collection of links, methods and materials that will benefit both the learners and the librarians.

After the collection of the existing learning materials, we will go through them and all of the materials and links will be examined in line with the principles of our pedagogic concept and will be organized and sorted out.

Relevant materials and methods will be adapted to our themes and level. Then, as the next step, we will develop our own materials and activities based on the collected and sorted out materials.

VI. Open Source Guidelines

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