



**ENABLE: Self-learning for Arab refugee children –
Building a concept for mother tongue trainers and teachers
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The project ENABLE or “Self-learning for Arab refugee children - Building a concept for mother-tongue trainers and teachers” is a transnational project testing and implementing innovative pedagogical methods in the field of school education of refugee children by working directly with native Arabic speaking teachers, volunteer trainers and tutors (from now on “trainers”).

The aim of the project is to develop an extra-curricular training model for Arab mother-tongue trainers that supports refugee children to enhance their self-regulating learning strategies and to strengthen their self-efficacy. With this, refugee children are able to motivate themselves and adapt their own learning behavior to the environment and the desired outcome. This training model will be made public accessible in Arabic and English as well as explained in detail on a highly user-friendly web-based teaching platform including info graphics and short-films.

In order to develop a Europe-wide training model that considers the contextual differences in Europe, the experiences of mother-tongue trainers and the special needs of Arab refugee children, the training model will be developed, evaluated and optimized in an community-based participatory research process: During five-days transnational training activities in non-formal settings, the concept will be passed on to mother-tongue trainers and at the same time optimized based on their experience.

The target groups are Arab speaking refugee children and youth between the age of 9 and 15 years as well as Arab speaking refugee trainers in Europe and Turkey.

Many refugee children became school dropouts due to the wars and violent conflicts in Syria and Iraq and suffer from emotional precarious circumstances in their new learning environments in Europe. Refugee children in Europe and Turkey have moreover accumulated a big gap in their education during their histories of flight and face difficulties being integrated into national education systems. This is also due to linguistic problems since they are confronted with a new language. We believe that promoting a positive self-concept, strengthen their self-efficacy and support them in self-regulating learning strategies will be critical tools to bridging educational gaps, to integrate sustainably in new educational systems and empower them in order to build perspectives for their future. This also supports efforts in preventing radicalisation of youth.

However, these training models have to be adjusted to the precarious emotional environments of refugee children. This is why we work with mother-tongue trainers.

Mother-tongue teachers, trainers, mentors and volunteers are often neglected and underutilised in European educational systems due to high bureaucratic hurdles, requirements of linguistic skills of the national language and the difference in teaching methods. However, they are the ones who have most ground experiences and background knowledge with refugee children and at the same time can gain their trust by using Arabic. Focusing on the potential of these educators this project promotes inter-cultural dialogue and higher diversity in school and outer-school sector as well as feeds into their professionalization. The participating universities are able to provide recognition of the acquired skills through certification.

As Erasmus+ supports the efforts needed to integrate refugees into Europe's education and training systems we believe that a Strategic Partnership of several European organisations is the appropriate format for this project to be realised.

Our partners from Germany, Sweden, Italy and Turkey are dedicated to promote equity and inclusion of refugee children and trainers through a mother-tongue mentoring approach between these two in non-formal training settings.

The partner consortium entered a transnational partnership due to their impact-oriented synergies, as seen in section H of this application form, in aiming to conduct pedagogical empirical research. This could not be achieved by one organisation alone as it would not have been able to take into account neither the different communication settings for intercultural differences in the national schooling systems nor the various contexts of refugees in Europe. This collective research, lead by the applicant organisation, will lead to the development of a new innovative training concept in a context where it does not exist yet, hence create an output to be used by other relevant stakeholders after project implementation. Project and associated partners will form an European network including academic institutions, NGO's, municipalities, social entrepreneurs, coordinating platforms in order to promote the ENABLE project, to support refugees children integration as well as the professionalization of refugee trainers.

