

Project
LIB(e)RO

Intellectual Output 1 / Activity 2

National Analysis-Report

Situation Analysis

University of Passau, Jean Monnet Chair for European Politics

Germany

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Introduction

The situation of minor and young refugees in Germany

Along with the overall increase of refugees entering Germany, the number of minor and unaccompanied minor refugees has been growing as well. In 2015 for example, minors constituted for around 30% of first instance asylum applications, while a tenth of these minors belonged to the group of Unaccompanied Minors (UMs) (BumF e.v./UNICEF 2016: 18). These numbers highlight the vital importance of integrating this group into German and European society.

As Table 1 based on data by the German BAMF (Bundesamt für Migration und Flüchtlinge - Federal Agency of Migration and Refugees) shows, between 2009 and 2015 the instances of first instance asylum applications by UMs increased approximately tenfold from 1,304 to 14,439 young people. However, as not all UMs which have been taken into child custody and placed under guardianship (so-called 'Inobhutnahmen') apply for asylum, the number of UMs taken into custody is even more important to note. Here, the numbers have increased from 1,949 to 42,309 between 2009 and 2015.

	2009	2010	2011	2012	2013	2014	2015	1st half 2016
All asylum applications	27,649	41,332	45,741	64,539	109,580	173,072	441,899	387,675
Asylum Applications of UMs	1,304	1,948	2,126	2,096	2,486	4,398	14,439	17,909
UMs taken into custody	1,949	2,822	3,482	4,767	6,584	11,642	42,309	-

Source: BAMF 2016

Table 1: Trends in the Entries of Unaccompanied Minors (UMs) Entering Germany

Until recently, the responsibility over UMs fell to a limited number of local Youth Welfare Offices (Jugendämter), which were primarily located in the larger cities as well as in smaller cities close to the borders. These local youth welfare offices were responsible for taking UMs into so-called 'Erstaufnahmereinrichtungen' ('initial registration facilities') and for their final placing under guardianship. As statistics show, this led to the fact that around 20 cities accounted for 74% of all takings into custody (Bundesverband UMF e.V. 2015: 7). These included larger cities such as Frankfurt, Hamburg, Berlin, Cologne or Munich, but also cities and districts located at the borders, such as Aachen, Rosenheim, Trier, Passau or Flensburg (cf. Table 2). Adding the numbers, for the city and the district of Passau, Passau even ranked fifth among the takings into custody. In most Länder, two to three cities were responsible for the taking into custody of minors. While this entailed a huge responsibility for these cities, it also meant that over the years a sound infrastructure for the harbouring and integration of UMs had developed (Bundesverband UMF e.V. 2015: 7).

	City/District	Bundesland	Takings into Child Custody
1	Frankfurt	Hessen	1015
2	Hamburg	Hamburg	878
3	Aachen	NRW	655
4	Berlin	Berlin	606
	<i>Passau (Stadt und LK)</i>	<i>Bayern</i>	<i>596</i>
5	Gießen	Hessen	447
6	Rosenheim	Bayern	443
7	Köln	NRW	380
8	Dortmund	NRW	366
9	Trier	Rheinland-Pfalz	348
10	Stadt Passau	Bayern	338
11	Bremen	Bremen	300
12	München	Bayern	263
13	LK Passau	Bayern	258
14	Saarbrücken	Saarland	238
15	Karlsruhe	BW	236
16	Ortenaukreis	BW	220
17	Flensburg	Schleswig-Holstein	195
18	LK Ostholstein	Schleswig-Holstein	180
19	Bielefeld	NRW	178
20	Berchtesgarden	Bayern	175

Source: Bundesverband UMF e.V. 2015: 7

Table 2: Cases of UMs taken into child custody in 2014

According to new German asylum procedure, UMs which arrived in Germany after 1st November 2015, are first taken into custody by the local Youth Welfare Office and are placed in 'Erstaufnahmeeinrichtungen'. In practice, however, 'Erstaufnahmeeinrichtungen' are still concentrated in larger cities as well as cities close to the borders. Within the frame of this first and preliminary taking into custody, the authorities undertake an evaluation of the physical and psychological conditions of the youths (primary screening). The redistribution of UMs according to the 'Königssteiner Schlüssel'¹ is the usual procedure afterwards. After the redistribution, which is supposed take place within 14 days,² the UMs are taken into custody by the Youth Welfare Office

¹ The 'Königssteiner Schlüssel' (Königsstein key) regulates how asylum seekers are distributed among the Länder in Germany. It takes into account the tax revenues of the Länder (2/3) as well as their population number (1/3). The quota is newly determined every year (Bundesamt für Migration und Flüchtlinge Homepage 2016: Glossar - Königssteiner Schlüssel).

² However, BumF (2016) stated that in August 2016 around 12,000 UMs (42%) of those which were taken into preliminary child custody since 1st November 2015 were still waiting for a decision on their future situation.

now responsible for them and they are placed with relatives, foster families or other establishments specialized in supporting UMs.³

The situation in Passau with regard to UMs was particularly difficult in 2014 and 2015. In 2014, in the city of Passau itself, around 300 UMs were taken into custody, signifying a thirtyfold increase within two years (cf. Table 2; Stadt Passau 2014). As stated before, adding the numbers for city and district of Passau together were the fifth largest in Germany in 2014. The situation in Passau has calmed down, however, in 2016 – despite the fact that the overall number of takings into custody steadily increased. While in 2015 between May and October 3,500 UMs were taken into custody in the district of Passau, the number has decreased in 2016 and only 178 UMs were taken into custody between January and November (PNP, 24.11.2016). As a consequence, one of the 'Erstaufnahmeeinrichtungen' for UMs in Kellberg has now closed down (ibid.).

In comparison to other groups of refugees, the security net for UMs is thus rather closely knit. They will often be housed in housing projects, where they are supported by social and youth workers, or even foster families. They will thus receive closer supervision and more care than most other groups of refugees. Besides, schooling is often compulsory for them and they are thus offered another chance of integration through education and making social connections in school.

Against this backdrop, it seems even more important to make the LIB(e)RO e-learning platform accessible to other age groups, particularly young refugees and those who have recently come of age. Although they are no longer officially categorised as minors, their needs are very similar to those of UMs. Often they have suspended their education due to war and their flight to Europe, here they have – in contrast to the situation for UMs - few opportunities to continue going to school or later university. Providing them with opportunities to educate themselves and to learn German in contexts outside of refugee centres is thus even more important.

It seems therefore sensible to extend the scope of LIB(e)RO to refugees beyond the age of majority and thus offer an intercultural learning environment to those who need it most.

Situation of libraries and librarians

In 2015, 7,623 public libraries were registered in Germany; 2,018 of them being full-time libraries and 5,605 led on a part-time or voluntary basis (Deutsche Bibliotheksstatistik 2016).⁴ In these an estimated number of 13,496 employees are working (primarily in the full-time libraries) (ibid.).

It is important to note that the library sector in Germany is organised in a decentralised manner. This means that – in contrast to the situation in about two thirds of EU member states - there is no German library law and libraries are not put under the central authority of a state or private institution (Seefeldt, Jürgen 2011/2016). Likewise, the financing of libraries is decentralised and depending on the sponsorship of the library. Especially the financing of community and district

³ For a more detailed overview of the procedure see: Bundesamt für Migration und Flüchtlinge Homepage 2016: Unbegleitete Minderjährige.

⁴ However, the number of active public libraries is probably a little higher, as the Deutsche Bibliotheksstatistik assumes that not all libraries take part in their survey.

libraries central to project LIB(e)RO is therefore dependent on the financial situation of the respective cities.

Nevertheless, - as will be pointed out – libraries and librarians are organised in a number of associations, which are also used to pool knowledge and materials, e.g. regarding the work with refugees. As the later sections of this report will also highlight, many libraries have become actively involved in the work with refugees and provide different resources and events for them.

The University of Passau's role

Particularly during the summer of 2015, thousands of refugees travelling via the Eastern and Western Balkans Route arrived in Passau, generating a massive mobilisation of civil society and the population there in order to support them.

The University of Passau was and is involved in the support of the arriving refugees. A lot of students and student groups are active in different initiatives to support refugees from the time of their arrival to facilitating their integration, e.g. through the German classes offered by the ESG (Protestant Student Community). This commitment was even mentioned by Jean-Claude Juncker in his State of the Union Address in 2015, in which he cited the actions of Passau students as examples of a European spirit: "Europe is the students in Munich and in Passau who bring clothes for the new arrivals at the train station" (Juncker 2015). The University Board as well furthers the integration of refugees by launching the so-called 'Refugee Programme'. This programme targets refugees whose knowledge of German is at least at level B1 and who want to start a study course at the University. They receive further courses in German as well as in the subject area they are interested in and are prepared for the DSH-exam necessary to start studying at a German university.

The Jean Monnet Chair for European Politics has also become active with regard to working with refugees and promoting efforts to integration. In this regard, the Chair has initiated Project I³, which aims at furthering the integration of refugees through widening their knowledge on the German political system and the EU institutions. In the frame of the project, students receive an introduction into concepts and methods of civic education. They then get to apply their knowledge on the German and EU political systems on the one hand and of methods of civic education on the other hand by preparing courses for asylum seekers in Passau. By enabling the refugees to learn more about the social and political context here in Europe, the project wants to promote active citizenship and integration of refugees.

1. Governmental and non-governmental bodies

a) Libraries

- *Which governmental and non-governmental bodies, associations, networks, NGOs, ... are of importance in the library sector?*

As already pointed out, the library sector in Germany is organised in a decentralised manner. Consequently, there is no central state or private institution under whose authority the libraries are placed (Seefeldt 2011/2016).

Within the library sector, a number of important associations and networks can be identified.⁵ The umbrella organisation, under which most other library-related associations are assembled, is **Bibliothek & Information Deutschland e.V. (BDI)**. Its member organisation include **Deutscher Bibliotheksverband (dbv)** (German Library Association), **Berufsverband Information und Bibliothek (BIB)** (Professional Association Information and Library), **Verein deutscher Bibliothekare e.V. (VDB)** (Association of German Librarians) and **Deutsche Gesellschaft für Information und Wissen e.V. (DGI)** (German Society for Information and Knowledge).⁶ As it constitutes a network of libraries working together and sharing knowledge in certain topic areas, such as intercultural library work, the **Kompetenznetzwerk (knw)** (Network of competence), which is established within the frame of the dbv is also important to mention.

On a regional level, some further associations have to be added, such as **Bibliotheksverbund Bayern (BVB)** (Library Association of Bavaria) and **Öffentliche Bibliotheken in Bayern (ÖBIB)** (Public Libraries in Bavaria).

All of these associations can and should be informed about project LIB(e)RO and might be made use of to further disseminate information about the project.

b) Refugees

- *Which governmental and non-governmental bodies, associations, networks, NGOs, social centres, volunteers... are of importance regarding the work with (minor) refugees?*

Concerning refugees, a large number of both governmental and non-governmental actors is involved.

On a national level, the central state institution with regard to refugees is the **BAMF (Bundesamt für Migration und Flüchtlinge - Federal Agency of Migration and Refugees)**. The BAMF acts as centre of competence within the field of migration and integration. It is responsible for the implementation of asylum procedures as well as for driving integration. In addition, several other Federal Ministries have developed programmes to promote the integration of refugees – first and foremost the

⁵ See the list of useful links at the end of this report for the websites of the important institutions and other actors mentioned here.

⁶ Other member organisations, which are of less direct relevance to the purpose of project LIB(e)RO are ekz.bibliotheksservice GmbH, Goethe-Institut and Bertelsmann Stiftung.

Ministry for Employment and the Ministry for Economy, but also the Ministry of Education and the Ministry for Family.

A similar structure with the involvement of different departments can be identified at the regional and local level and highlights that the promotion of refugee integration has become a cross-sectional task. Also located at the local level are Youth Welfare Offices, which play an important role with regard to UMs, take them into child custody and thus take over responsibility for them.

Besides these governmental institutions, an immense number of non-governmental actors in the form of NGOs, foundations etc. has become active in the work with refugees. Due to their large quantity, it is impossible to determine exact numbers. Therefore only some examples will be given here. With regard to UMs the Bundesfachverband unbegleitete minderjährige Flüchtlinge (BumF), the initiative "Willkommen bei Freunden – Bündnisse für junge Flüchtlinge" and the Roland-Berger-Stiftung can be mentioned. The **Bundesfachverband unbegleitete minderjährige Flüchtlinge (BumF)** (Federal Association for Unaccompanied Minors Refugees), which regularly publishes assessments of the situation of UMs in Germany. Another example would be the **initiative "Willkommen bei Freunden – Bündnisse für junge Flüchtlinge"** (Welcome to friends – Alliance for young refugees), which is an initiative by Deutsche Kinder- und Jugendstiftung gGmbH (German Foundation for Children and Youths) and the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth. "Willkommen bei Freunden" is represented through six service offices in Germany, which support cities and districts in their dealings with minor refugees, e.g. in welcoming them in schools or supporting their transition into a professional life. In this context, the service offices offer advice and additional qualification for employees in local administrations and other local establishments and help to set up local coalitions between administration, educational establishments and civil society. A third example would be the **Roland-Berger-Stiftung** (Roland-Berger-Foundation), which set up a support programme specifically addressing UMs.

2. Measures on a local, regional and national level

a) Libraries

- *Which activities, measures, initiatives, programmes, ... have libraries already taken regarding the work with refugees?*

Libraries in Germany have increasingly started to respond to the refugee crisis and to develop offers and programmes for refugees, some even specifically addressing minor refugees. In this endeavour, they are supported by the structure of associations, in which libraries and librarians in Germany are organised (and which have already been named in section 1 of this report). A number of these associations have assembled a collection of materials on their websites (see list of useful links at the end of this report), which libraries and librarians can use for their work with refugees. This for example includes concrete materials which explain the work of libraries in different languages or non-verbally (e.g. through a video explaining the work of libraries) as well advice on which media to include to support intercultural library work (see also the following section on pedagogic resources available to libraries).

Besides the knb Bibliotheksportal currently mentions 23 examples of libraries actively engaged in work with refugees (**Best Practices**). Another example, not mentioned on the knb's website would be the Stadtbibliothek Germering. The library of Germering has developed its own concept for their work with refugees, which is available online (Christiansen; Förster-Grüber 2016). This concept does not only include resources and activities offered by the library, which resemble those already mentioned, but also a concept to disseminate the library's activities among the refugee community and active civil society.

The offers by libraries for refugees include different aspects, which can be divided into two major groups of activities. Firstly, libraries provide their usual **resources and services** to refugees. This can e.g. mean free library cards and access to the library's media in general, access to a wide range of language courses, access to multilingual media (e.g. children's books in different languages) but also access to WLAN and access to PCs. The latter two are particularly interesting as they highlight that libraries are already aware of the importance of free web access to refugees and this constitutes an entry point for the use of an e-learning-platform within project LIB(e)RO. Secondly, libraries partly organize activities in a more narrow sense, meaning **events**, in which librarians actively engage with refugees. These can be simply the organization of library tours, but also of events furthering intercultural exchange. Some libraries have organized events, particularly aiming to address minor refugees, such as writing workshops or comic workshops, in which minors are able to engage even if they have little knowledge of German.

As the examples mentioned at the beginning of this paragraph demonstrate, libraries and librarians at a local level are actively engaged in the work with refugees. This is – to some extent – also true for the Passau region. One example would be the establishment of a section for refugees, labelled "**Asylotheke**", in the local library in Hauzenberg, which offers media specifically adapted to the needs of asylum seekers (Passauer Neue Presse 29.12.2015). Overall, the diocese Passau supports the establishment of sections specifically addressing refugees and labelled "Asylotheke" in so far seven local libraries in the Passau region (Bistum Passau Online 10.11.2015).

Using the same label of "Asylotheke" but coming from another perspective is another initiative, which is relevant to mention in the context of LIB(e)RO, namely the **project Asylotheke**. Here it is important to distinguish between the activities of public libraries, which sometimes choose to refer to collection of materials for refugees as Asylotheke (e.g. the Asylotheke in the public library in Hauzenberg near Passau) and the project Asylotheke, which is entirely based on the work of volunteers and seeks to establish new small collection of books in refugee centres. The project was founded in July 2012 in Nürnberg (Kohlenhof) by Günter Reichert. Its aim is, as stated, to establish small libraries in refugee centres and thus to make a contribution to the integration of refugees. The project's focus thereby lies in promoting language acquisition, e.g. by volunteers also offering language courses (Asylotheke 2016). As stated, the project is based entirely on voluntary work and besides does not receive any state funds. The financing is thus ensured solely by private donations. While the project certainly is very innovative, it has to be examined whether there are synergies possible with project LIB(e)RO. Firstly, the project focuses on the establishment of small libraries based on books – access to computer and WLAN, which are central for the implementation of project LIB(e)RO are not a project focus. Secondly, as the project is located in refugee centres and is entirely based on the work of volunteers, the aspect of professional training within LIB(e)RO does not apply or would apply

differently to persons engaged in Asyllotheke. An advantage of the idea behind Asyllotheke is, however, that many refugees, at least in the Passau region, face difficulties regarding mobility and transportation and are sometimes not able to come to local libraries because of the remote locations of their residence.⁷

With regard to the already existing activities and initiatives by libraries in Germany, it is important that within project LIB(e)RO, these are all taken into account and used as a starting point from where to move forward and develop project outputs. In this context, an important function of LIB(e)RO might be to identify and share Best Practices and to connect libraries with each other and facilitate exchange between them across European borders.

b) Refugees

- *In general, which other activities, measures, initiatives, programmes, ... are there with regard to refugees?*

The activities, measures and initiatives with regard to refugees, which are undertaken by different governmental and non-governmental actors, are numerous and impossible to list completely.

On a local level, for the region of Passau alone, an overview by WIFO states around 30 actors and projects, which are involved in the work with refugees (see Annex I).⁸ These can be divided into three main fields, namely 1) education, 2) the area of work and 3) social initiatives more general. While one central aim of educational initiatives is the promotion of language acquisition among refugees, other offers in this field include integration courses, tutoring and orientation aid with regard to the German educational system. With regard to the area of work, numerous programmes aim at supporting refugees taking first steps into work life. Some of these programmes specifically address themselves to minor refugees. Finally, the field of social initiatives assembles programmes from legal advice for refugees, to supporting their finding an apartment and to opportunities of (intercultural) exchange. A similar structure is reflected in measures for refugees on a national level.

It should be noted that many of the offers, including integration courses, are only available to persons who have already officially been granted asylum or to minors, while others whose asylum request is still being processed or who are only being tolerated without receiving a permanent residence permit, often fall through the net of activities.

It is obvious that these activities particularly focus on the aspects of language acquisition and integrating refugees into the work space, while the aspect of conveying knowledge about the society and political system of Germany and the European Union is less central and foremost included in the integration courses by the vhs. This might suggest the conclusion that besides language acquisition, supporting the acquisition of knowledge about European culture but also society and political system of Europe seems to be one of the key areas in which project LIB(e)RO can contribute a value added to these initiatives.

⁷ This is one of the findings, which will be presented in the needs analysis report by Wirtschaftsforum Passau.

⁸ Another overview of offers for refugees in the Passau regional is provided by **Info-Asyl.de** (see list of useful links).

3. Pedagogic resources

In the following, an overview will be given over the pedagogic resources available to libraries and librarians on the one hand and refugees on the other hand. These resources, which to a large extent are available online, will be broadly classed into three categories: A) language acquisition; B) intercultural exchange and understanding; C) civic education. Of course these categories overlap, e.g. language courses will often also convey information about culture, knowledge about German culture and civic education might overlap with regard to issues such as basic human rights or gender equality. However, the distinction into these three categories is considered useful to identify the kinds of materials which are already available to refugees and those kinds of materials which are still lacking.

To support the findings outlined below, it is possible to take a look at research of the bpb (18.04.2016a). The bpb hosted a seminar on digital education and refugees and in this context conducted an analysis of digital offers already available to refugees. As can be seen in the final presentation of the bpb findings and the accompanying presentation slides, the conclusions of the bpb study are similar to those presented in this analysis report. The bpb study found that particularly projects addressing topics such as history, politics and ethics are underrepresented among digital education project for refugees (ibid. slide 18 and 22) and that this is particularly true with regard to youths (ibid. slide 25). Interestingly enough, the study likewise concluded that there are only few approaches, which also include the social surroundings of the youths and those taking care of minor refugees (ibid. slide 16, 23, 26). Given these conclusions as well as the following analysis, different features of project LIB(e)RO could contribute to its value added. Firstly, the focus on librarians and social workers as facilitators of the integration of youths makes the project special. Secondly, by addressing subjects of civic education (such as politics and history) and including them in the project outputs, LIB(e)RO could really help to fill a gap in existing offers for refugees.

a) Libraries

- *Which kind of MOOCs, e-learning courses, trainings, open access materials, ... are there, which libraries can draw on for their work with refugees?*

In general, all of the library associations mentioned earlier offer opportunities for professional training and/or provide librarians with overviews of courses available to them.⁹ As the course programmes reflect, intercultural understanding and the work with refugees have already become a topic of interest in the work of librarians and courses in this subject area or aspects of it are beginning to be offered on a regular basis (Annex II). However, apart from one offer which takes the form of a Webinar, the seminars are based on the presence of the participants. The e-learning platform, which will constitute the central feature of LIB(e)RO, can thus still contribute a value added as it allows location- and time-independent learning for librarians.

⁹ The most comprehensive overview can be found on the websites of **Library Training**, which assembles course offers from all over Germany, and **ÖBIB**, which concentrates on offers in Bavaria, (see list of useful links).

Besides these courses, there are a number of pedagogic resources available which can be used in the work with (minor) refugees and which can be classed into the three categories mentioned at the beginning of this section.

A) Regarding the first category, language acquisition, libraries cannot only provide resources which (minor) refugees in their turn may use to learn their host country's language. Besides, librarians might actively engage with the refugees and support their learning process. Such activities may take place in the context of speaking and reading promotion, which has become a substantial part of library work in many libraries. In this context, librarians might make use of resources and materials provided by institutions such as the Goetheinstitut, one example being the "Cinemanya film suitcase for refugee children and youths". Another initiative which can be mentioned in the context of language acquisition – as it is specifically cooperating with libraries - is "Welcome Grooves". "Welcome Grooves" is an entry level German course consisting of downloadable audio tracks and additional text material and using music to impart language. As pointed out, the project seeks cooperation with libraries thus establishing a network of places where the material can be downloaded and printed.

Another project, in which libraries have become actively involved in supporting the language acquisition of refugees, has recently started in Baden-Württemberg (PresseBox 14.11.2016). Since November 15th, 2016, seven libraries take part in a model project "Deutsch lernen im virtuellen Klassenzimmer meiner Bibliothek" (Learning German in the Virtual Classroom of My Library). In the frame of this project, refugees can come to the libraries and use the PCs there to access a German language course in a virtual classroom. The project is organized by the Landesverband Baden-Württemberg of the dbv together with the Institut für Berufliche Bildung (IBB AG) and vitero GmbH.

Another initiative which already cooperates with libraries regarding online learning opportunities for refugees is Asyl Plus. Asyl Plus is an initiative which tries to promote the integration of refugees through a two-step approach. Firstly, on their website, Asyl Plus provides a link collection of the wide range of online language learning offers for refugees, which is structured along different language levels. Secondly, the initiative supports the establishment of learning centres, where refugees will have access to computers and can actually access these online courses. In this context, Asyl Plus also cooperates with libraries all over Germany, but with a focus on Bavaria, as e.g. in the case of the Stadtbibliothek Munich under the motto "Learn a lot!".

All these examples highlight that, many libraries are already making use of existing resources for supporting the language acquisition of refugees. As stated before, LIB(e)RO should identify these Best Practices and encourage the exchange of these between libraries all over Europe.

B) With regard to the second category of pedagogic resources, intercultural exchange and understanding have been a focus of the work of libraries in Germany for a long time. This means that a lot of materials in this regard are available to librarians. As stated in the previous section 2.a), particularly the different associations in which libraries and librarians have become active assemble materials which appear useful in intercultural library work (see the list of useful links under section 2.a)). These can for example be materials which explain the work of libraries in different languages or non-verbally (e.g. through a video explaining the work of libraries). Another aspect of materials includes advice on which kind of media are important to be included to support intercultural library

work. These are, however, only some examples of the different materials available to librarians in this regard.

C) The third category, civic education, is the category where the least materials can be found. Besides, this is an aspect which is not integrated in any courses open to librarians. This seems natural as language and reading promotion are more closely related to the work of librarians, however, in the context of integrating refugees in the long run, this is an aspect of crucial importance. If librarians want to become active in this field, they can currently make use of materials offered by the bpb for the work with so-called 'Willkommensklassen' (Welcome classes). These are open access materials available on the website of the bpb. Likewise, it would be possible for them to become engaged within the frame of the 'Netzwerk Verstärker' of the bpb.

Having identified this lack of materials for librarians with regard to this subject area, project LIB(e)RO can react to this gap and try to integrate vital knowledge of the European political system and society into the project outputs. As – as pointed out – there are overlappings between the different categories of materials presented here, materials on civic education, which would constitute a unique feature, distinguishing LIB(e)RO from other projects, could be used within the project as a means to promote language acquisition and intercultural knowledge.

b) Refugees

- *Which kind of MOOCs, e-learning courses, trainings, open access materials, ... are available to refugees?*

To begin with, besides many informal learning offers, which will be presented in this section, it should be mentioned that with Kiron University there is one high quality provider of MOOCs for refugees. **Kiron University**, a Berlin-based social start-up, addresses refugees who seek to start a university degree in one of the four study tracks (Business & Economics, Engineering, Computer Science, Social Sciences). With Kiron they can start an online course, which later will be accepted by one of Kiron's partner universities, where the students can later continue their higher education, e.g. after their resident status has been clarified.

There is also an abundance of informal e-learning opportunities for refugees.

A) With regard to language acquisition, it can be stated that an abundance of (online) offers for learning German on different levels from illiterate beginners to advanced learners is available to refugees. These include whole language courses, exercises regarding particular aspects of grammar, vocab trainers etc. An overview of these offers is given in the list of useful links at the end of this report. Although these offers not specifically address youths, most of them are presented in a very modern way appealing to a younger audience. Also, the fact that they are available online makes them attractive for young people. It might be that not all refugees are aware of these e-learning offers, however, in this case, it seems to be making more sense to disseminate these offers than to duplicate them.

B) Regarding the second category, intercultural knowledge and understanding are often integrated into language courses, particularly from level B1 onwards. Besides there are websites conveying knowledge on Germany (see list of useful links at the end of this report) and the "Welcome App"

available for refugees. These websites partly specifically address a younger audience. However, they are only conveying information and not interactive.

C) The third category, civic education, is the one where in contrast to the other categories the least materials are available. Aspects of civic education can sometimes be touched upon in language courses or media conveying information about Germany. However, there are only few offers specifically addressing civic education. This has to be seen critical as knowledge of political institutions is central for the long-term integration of refugees. Civic education aims at enabling citizens to become active citizens and in the same vein, today's refugees shall become the future active citizens in European societies. Given the European Union's importance for the everyday life of all citizens in Europe, it is essential that refugees get to know and understand this role. This is particularly true as the European political system is unique and distinctly different from that of many of the home states of the refugees. Refugees coming to live in "Europe" need to understand the meaning of this concept, the nature of the relations between the EU institutions and EU member states or, for example, how to travel here (i.e. what the Schengen area means). Only by understanding the society they live in, they will be enabled to really integrate.

As pointed out and supported by the results of the bpb (18.04.2016) findings, LIB(e)RO could make a real contribution by addressing the lack of materials in this regard.

4. Summary and estimation of the actual situation

As this report has highlighted, in Germany many governmental institutions, an immense number of NGOs, initiatives, foundations etc. have become active in the work with refugees. Many pedagogic resources for refugees already exist. This is particularly true with regard to language acquisition.

Many libraries in Germany have become actively involved in the work with refugees and provide different resources and events for them, ranging from free library cards and language courses media to the implementation of workshops with children and youths. With regard to this intercultural library work, there is also some exchange and collection of materials organised by different associations of libraries and librarians. Some libraries are also making use of e-learning resources and act as facilitator for the language acquisition of refugees. Working with refugees in libraries seems to have become a topic of interest, which is also increasingly taken up in seminars and trainings for librarians.

Regarding the work with refugees more general, existing measures particularly focus on promoting German language acquisition of refugees and their integration into the work place. A vast amount of online learning resources for refugees already exists in the form of apps, e-learning courses and e-learning units. These particularly focus on the aspects of language acquisition and to some extent intercultural knowledge, while the aspect of conveying knowledge about the political system and society of Germany and the European Union is less central. While it is highly possible that not all refugees are aware of these e-learning offers, it nevertheless seems to be making more sense to disseminate these offers than to duplicate them within the frame of LIB(e)RO.

In view of the existing materials, LIB(e)RO can draw upon these and can, on the one hand, help their dissemination as well as, on the other hand, fill existing gaps. With regard to the already existing activities and materials, an important function of LIB(e)RO might be to identify and share Best Practices and to connect libraries with each other and facilitate exchange between them across European borders. As has been pointed out, regarding the content of existing offers, they mainly set their focus on language acquisition and intercultural knowledge. A gap exists, however, in the area of civic education, i.e. conveying knowledge about the German and European political system and society. By addressing this subject area, LIB(e)RO could thus really help to fill a gap in existing offers for refugees as well as break through one-sidedness and path dependencies. By trying to convey language and intercultural knowledge through civic education, the project may add a unique feature to the existing e-learning resources for refugees.

List of useful links

1. Governmental and non-governmental bodies

a) Libraries

Deutscher Bibliotheksverband (dbv): <http://www.bibliotheksverband.de/>

Berufsverband Information und Bibliothek (BIB): <http://www.bib-info.de/>

Verein deutscher Bibliothekare e.V. (VDB): <http://www.vdb-online.org/>

Kompetenznetzwerk (knk): <http://www.bibliotheksportal.de/index.php>

Bibliotheksverbund Bayern (BVB): <http://www.bib-bvb.de/>

Öffentliche Bibliotheken in Bayern (ÖBIB): <https://www.oebib.de/start/>

b) Refugees

BAMF (Bundesamt für Migration und Flüchtlinge): <http://www.bamf.de/DE/DasBAMF/dasbamf-node.html>

Bundesfachverband unbegleitete minderjährige Flüchtlinge (BumF): <http://www.b-umf.de/>

"Willkommen bei Freunden – Bündnisse für junge Flüchtlinge": <https://www.willkommen-bei-freunden.de/>

Roland-Berger-Stiftung: <http://www.rolandbergerstiftung.org/die-stiftung/>

2. Measures on local, regional and national level

a) Libraries

knk – overview over best practices in library work with refugees:

<http://www.bibliotheksportal.de/themen/bibliothekskunden/interkulturelle-bibliothek/praxisbeispiele/bibliothekangebote-fuer-fluechtlinge-und-asylbewerber.html>

knk – information platform "Intercultural Library":

<http://www.bibliotheksportal.de/themen/bibliothekskunden/interkulturelle-bibliothek.html>

knk – animation film explaining the work of libraries:

<http://www.bibliotheksportal.de/themen/bibliothekskunden/interkulturelle-bibliothek/animationsfilm.html>

knk – advice on which media to include to support intercultural library work:

<http://www.bibliotheksportal.de/themen/bibliothekskunden/interkulturelle-bibliothek/bestandsaufbau.html>

dbv – overview over materials usable in the work with refugees ("Flüchtlinge Willkommen"):

<http://www.bibliotheksverband.de/dbv/themen/fluechtlinge-willkommen.html>

BIB – overview on the subject "Willkommenskultur für Flüchtlinge in unseren Bibliotheken“:

<http://www.bib-info.de/index/willkommen-in-den-bibliotheken.html>

ÖBIB – offers for asylum seekers and refugees in Bavarian libraries:

<https://www.oebib.de/fachinformation/zielgruppen/interkulturelle-bibliotheksarbeit/angebote-fuer-asylbewerber-und-fluechtlinge/>

Asylothek: <http://www.asylothek.de/>

b) Refugees

Info-asyl.de - overview of offers for refugees in the Passau region: <http://www.info-asyl.de/>

3. Pedagogic Resources

a) Libraries

Library Training - overview of seminars offered for librarians in Germany: <http://www.library-training.de/>

ÖBIB - overview of seminars offered for librarians in Bavaria:

<https://www.oebib.de/index.php?id=1276>

Learn a lot! – Project by Stadtbibliothek München: <http://www.learn-a-lot.de/de/willkommen/>

Resources by bpb for supporting civic education work with refugees:

<http://www.bpb.de/lernen/themen-im-unterricht/212105/unterrichtsmaterial-fuer-willkommensklassen>

<http://www.bpb.de/veranstaltungen/netzwerke/verstaerker/>

b) Refugees

- General overview over different online support offers for refugees (including some of the offers mentioned below): <https://www.proasyl.de/hintergrund/uebersicht-informationsangebote-fuer-fluechtlinge-im-internet/>

MOOCs and online education at university level:

- Kiron University (<https://kiron.ngo/>)

German language acquisition for refugees:

- Deutsche Welle offers an online based placement test for learners of German: <http://einstufungstest.dw.de/index.php?id=3>

Online courses and learning units:

- Goethe-Institut (<https://www.goethe.de/de/spr/flu.html>) offers several e-learning opportunities on various levels of proficiency (A1 to B2)
- Deutsche Welle (<http://www.dw.com/de/deutsch-lernen/kursfinder/s-13211>) offers an overview of learning units on various levels of proficiency (A1 to C2) and addressing different language competences
- VHS (<https://www.iwdl.de/cms/lernen/start.html>): entry level course
- Der Paritätische Berlin (<http://www.papagei.com/en/paritaetischer-ci/>) offers an online course for beginners
- Erasmus+ Online linguistic Support (OLS) – the European Commission has opened this online language course for beneficiaries of the Erasmus+ programme for a limited number of 100,000 refugees: <http://erasmusplusols.eu/de/ols4refugees/>

Apps:

- Goethe-Institut (<https://www.goethe.de/de/spr/flu.html>) offers apps on various levels of proficiency
- Phase 6-hallo App (<http://visioneducation.net/hallo-europa/>): Vocab trainer available in one version for children and one for (young) adults

Other open access material:

- Welcome Grooves (<http://www.welcomegrooves.de/>): an entry level course using music to impart language; audio tracks as well as additional text material can be downloaded
- Willkommens-ABC (<http://www.willkommensabc.de/>): (also available as e-book): contains illustrated letters of the alphabet, particularly suited for children

Information and intercultural knowledge about Germany:

- Ankommen App (<https://www.ankommenapp.de/>) (by Goetheinstitut and others)
- Websites (available in different languages) in cooperation with Auswärtiges Amt: “Deutschland.de” (<https://www.deutschland.de/de>) (also available in a version addressing young people (young-germany.de))
- and “Tatsachen über Deutschland” (<https://www.tatsachen-ueber-deutschland.de/de>) (likewise available in a version addressing young people) Informationsseiten, die Informationen über Deutschland und das Leben dort auch in unterschiedlichen anderen Sprachen anbieten

Other offers combining materials for language acquisition and intercultural understanding:

- ARD Refugee Guide: http://www.ard.de/home/ard/guide-for-refugees-wegweiser-fuer-fluechtlinge/Guide_for_refugees/2214428/index.html

- Asyl plus Akademie - compilation of e-learning opportunities with regard to language and intercultural understanding on different levels: <http://www.asylplus.de/asylplus-akademie/>

Annex

Annex I - Overview of offers for refugees (assembled by WIFO Passau)

Education:

- VHS (Volkshochschule): language courses, integration courses
- ESG (Evangelische Studentengemeinde): German courses, language tutors (Come together for German)
- Bfz (Berufliche Fortbildungszentren der Bayerischen Wirtschaft): integration courses, school certificates, vocational training, career guidance
- Gemeinsam leben und lernen e.V.: language tutors for children and refugees
- Integrationsteam: contact point for all kind of problems
- Changes (Wir für Flüchtlinge): mentoring programme for refugees between 16 and 30 years and German pupils, students and other young adults of the same age
- Refugee Program (Uni Passau): for refugees with knowledge of German equivalent to at least B1, study orientation, language course

Work life:

- Project FAM (Flüchtlinge-Asylbewerber-Migranten / Refugees-Asylum Seekers-Migrants): project by WIFO Passau which seeks to qualify refugees, asylum seekers and migrants and provide them with access to the local employment market; the project is particularly focusing on refugees between the age of 21 and 40 as there are so far few other supportive measures for this age group
- Measures by the employment agency aiming at starting an employment (including elements aiming at the integration in the work place, such as professional skills, job-related language skills, application trainings, internships):
 - "Fit in Arbeit" (four month programme including an one-month internship)
 - PerF (12 week programme, including 2 weeks of internship)
 - PerF Plus (duration of 6-9 months)
 - IdA (11 month programme, including a 2 month German course and various internships in metal industry and electronics)
- Measures by the employment agency aiming at starting a vocational training:
 - Bayern Turbo (six month preparation for a vocational training in the metal industry or electronics; the target group are refugees between 16 and 21)
 - Brückenjahr 21 plus (12-month training in preparation of entering a vocational training or other qualification measure; for refugees between 21 and 35)
 - EQ Flucht (six-month entry qualification and additional support in preparation of vocational training)
- Measures by the employment agency supporting vocational training
 - abH Plus (support in understanding learning contents conveyed at vocational schools)
 - ASA Plus (= assisted training through supporting learning in the company)

- Ebiz: Additional qualifications in various professions (metal industry, electronics, care, etc.), application trainings
- Caritas: More general (social) support (information, advice only)
- Jugendmigrationsdienst (Diakonie): Offering advice to refugees with official refugee status between the age of 12 and 26 (recognition of certificates, writing applications seeking apartments etc.)
- IHK: training and employment for refugees; information seminars and events (for companies)
- Handwerkskammer: support for refugees seeking vocational training (including one agent specialized in young refugees and UMs); information for companies
- VerA (VerA.ses.bonn): supporting refugees in vocational training

Social life:

- Refugee Law Clinic: free legal counsel regarding the right of asylum
- Kanzlei Haubner/Schank/Kalin: legal counsel regarding the right of asylum
- Amnesty International: counsel for political refugees, preparation for asylum interviews, information
- Asylcafe: exchange and networking opportunity; general support with regard to authorities, finding an apartment etc.
- Welcome Dinner Passau: refugees and locals are brought together for a common meal
- Diversity Unifies: bringing together persons for language tandems and other activities
- Ökumenischer Unterstützerkreis: organisation of excursions with refugees (one per month)
- Come together for German: language tutors
- Frauencafe (Women's café)
- Familiencafe (Families café) (organised by Kinderschutzbund)
- Internationaler Frauentreff (International get together for women)
- Landratsamt: responsible for seeking apartments for refugees

Annex II - Seminars offered for librarians with relevance for the work with refugees

 (<http://www.library-training.de/>) (as of December 2016)

Title	Provider	Link
Willkommenskultur in Deutschland (Welcome culture in Germany) (Webinar already took place in May/June but slides and video are still available online)	Kommission Interkulturelle Bibliotheksarbeit; Anne Barckow; Britta Schmedemann	http://www.bibliotheksverband.de/dbv/fachtagungen-veranstaltungen-webinare/webinare/willkommenskultur.html
Interkulturelle Kompetenz - Kritisch konstruktiver Umgang mit kultureller Vielfalt (Intercultural skills – How to deal critically and constructively with cultural diversity)	dbv-Onlineakademie; Britta Schmedemann; M.A. Yilmaz Holtz	https://www.edudip.com/w/218978
Interkulturelle Kommunikation - arabischer Kulturraum (Intercultural communication – Arabian culture)	TH Köln; Dr. Claudia Preckel	https://www.th-koeln.de/weiterbildung/interkulturelle-kommunikation-arabischer-kulturraum_34145.php
Spracharbeit mit Bilderbüchern: Vorlesen in mehrsprachigen Gruppen (Picture books as means of language promotion – Reading out in multilingual groups)	Büchereizentrale Niedersachsen; Caterina Mempel, Lese- und Literaturkollektiv Leipzig	http://www.bz-niedersachsen.de/fortbildung-detailansicht/events/spracharbeit-mit-bilderbuechern-vorlesen-in-mehrsprachigen-gruppen.html
Interkulturelle Handlungskompetenzen (Intercultural skills)	Veranstalter: Initiative Fortbildung für wissenschaftliche Spezialbibliotheken und verwandte Einrichtungen e.V. ; Prof. Dr. Kazuma Matoba	http://www.initiativefortbildung.de/pdf/2017/Interkulturelle_Handlungskompetenzen.pdf
Refugees Welcome to the Library: Englischworkshop	Büchereizentrale Niedersachsen; Birgit Pawelzik, Dipl.-Übersetzerin MA und Dozentin, TH Köln	http://www.bz-niedersachsen.de/fortbildung-detailansicht/events/refugees-welcome-to-the-library-englischworkshop.html
Medien für Flüchtlinge und Migranten – Bestandsaufbau und –vermittlung (Media for refugees and migrants – Inventory build-up and dissemination)	TH Köln; Yilmaz Holtz-Ersahin M.A.	https://www.th-koeln.de/weiterbildung/medien-fuer-fluechtlinge-und-migranten--bestandsaufbau-und-bestandsvermittlung_38178.ph



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