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The volume entitled “*Refugees: A challenge for adult education*” edited by Matthias Klingenberg and Sasha Rex was published by DVV International (Institut für Internationale Zusammenarbeit des Deutschen Volkshochschul), the German Adult Education Association. The volume itself is part of a series published by DVV in the topic of Adult Education. The main goal of the book is to give an insight into the problems that adult education has to face due to the influx of displaced people in great numbers into Germany and other European countries.

The introduction titled “*People seeking refuge: A challenge for adult education*” (pp. 5–11) describes the work of DVV, the role of Volkshochschule that are the adult education centers in Germany, and gives an overview of the content of the book, which includes the strengths, weaknesses, and the challenges of the work carried out by DVV at national and international level. The introduction is followed by 16 chapters, all written by different authors, which embrace a wide range of aspects that should be considered in the education of adult migrants, most importantly volunteering, intercultural education, psychosocial and socioeconomic aspects, language education, education offered for the host society, as well as prospects for the future.

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The book outlines the importance of volunteering in the education of migrants. In a chapter entitled “*“Komm rein!” The first encounter with Germany: Everyday orientation, language and intercultural awareness-creation*” (pp. 21–25), the author Gunhild Brössler presents a pilot project titled “Komm rein!” in which the Munich Adult Education Centre developed standards for the appropriate education activities. The experience of the project comes to a conclusion that only daily regular activities have a considerable effect. Professional teachers lead the courses; however, the project also engages volunteers who meet the refugees at the courses for the first time. In a chapter entitled “*Further training for volunteers in refugee assistance*” (pp. 35–45), the authors Christine Fidancan, Uwe Krzewina, and Karin Schönemann describe the situation of displaced persons in Germany, especially in Berlin, and describe the setting up of the Voluntary Work Office in the district in 2010 as well as the launching of a general further training program for volunteers in 2011.

One key powerful help in the integration of migrants is language education, as language courses are the first that refugees take part in. In a chapter entitled “*Language learning as an obligation*” (pp. 46–53), the author Dogu Erdogan Gülbas emphasizes the results of the adaptation of Syrian refugees to the new language and culture in Turkey. According to the author, language problems are the biggest barrier in the process of integration. The author presents the age range of the Syrian refugees living outside camps by statistical data, which clearly shows that children of school age outnumber the young, the adult, and the old population among the refugees. That is why schooling seems to be a crucial issue to avoid a lost generation taking shape. The author provides an insight into the possibilities for refugees to have access to schooling, namely: Temporary Education Centres, Turkish schools where they can learn under the Turkish curriculum, Community Centres or Multi-Purpose Service Centres where refugees can develop their language, computer, and occupational skills. However, the author points out that the number of such centers is not sufficient, which limits the refugees’ access to the service.

In a chapter entitled “*My personal experience: Teaching Palestinian refugee students*” (pp. 54–59), Laila Elkhatib shares her experience in teaching Palestinian refugees. She highlights the importance of primary and secondary motivation and emphasizes the role of teachers in increasing motivation. She emphasizes the importance of training teachers, so that they can be aware of the background of the students. She goes on presenting the methods and requirements for Palestinian refugee students learning English, where the primary role is to advance motivation. We can also read about the behavioral and emotional attitude of students as well as the need for a remedial development plan taking into consideration the procedures, assessment, and resources.

In a chapter entitled “*Promotion of language acquisition and refugees’ participation within society*” (pp. 60–66), the author Stefanie Voss states that as the number of refugees tripled

after 2015, the importance of language courses has increased in the integration of refugees into the society. The author presents the types of language courses offered at Löhne Adult Education Centre: integration courses, the state-supported 600-hr general integration courses entitled for refugees with residence permit only, standard courses offered free of charge, and additional language courses. The Löhne Adult Education Centre operates a learning portal (ich-will-Deutsch-lernen.de); they also provide access to computers and operate a language café (Mosaik), which serves as a venue for the exchange of communication. The offered courses are made complete with the help of bridging courses and lessons supported by volunteers as well as complementary course activities (e.g., sports courses), which are intended to involve migrants and locals alike.

In a chapter titled "*Diversity, humanity, language*" (pp. 76–86), the authors Renata Delic and Franziska Diller describe the experience of the educational work with displaced persons at Stuttgart Adult Education Centre. The main profile of the center is to offer German language courses for integration and employment purposes; however, they would like to build bridges to other courses. The author states that for a successful integration, a holistic approach is essential and they should not focus only on language acquisition. Integration courses should be taken into account in all the aspects of the life of the refugees: career, work, culture, health, meetings, intercultural training studies, environment, and mobility. To fulfill this, the education center offers a wide range of activities besides language classes. Refugees can take part in orientation courses, which help their integration into the labor market and relaxation and fitness activities during breaks. They can join an international choir, an Armenian cuisine workshop, and several other courses.

The author of the chapter titled "*The education system in Syria*" (pp. 113–117), Nawara Akkash, gives a synthesis of her experience as an instructor in Syria and the impressions she has gained in Europe in adult education as a refugee. She points out that the modern teaching tools and the teaching methods that are used in Europe made a difference.

Other chapters of the book also describe the need for intercultural education, psychological and social support as well as organizing education programs for the host society. In a chapter titled "*Education for displaced people – National and international perspectives*" (pp. 96–101), Sven Hebestreit presents prospects for the future through the example of Kassel Region Adult Education Centre and concludes that language courses are essential as a first step of integration; however, it is essential to build networks among educational institutions as well as training the staff of the education centers.

The volume comprises a table of contents, a glossary, and a list of authors. The book is recommended for those looking for good practices and for experts facing challenges in the teaching of adult migrants.