



XXI Adults

**Adaptation of the adult educational
system to the XXI Century**

The Good Practices Template



INSTITUTE for
ROMA and
MINORITIES
INCLUSION



**DIPUTACIÓN
DE VALLADOLID**



E-SCHOOL
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Name of the Good Practice
Community Learning Hubs – Duisburg
Summary of the Practice
Brief, easy-to-understand summary: What is the practice, for whom, and for what purpose?
The Community Learning Hubs in Duisburg are safe, inclusive neighbourhood-based educational spaces offering literacy, German language, and numeracy classes to Roma youth and their families. Designed as bridges to formal education and vocational training, these hubs address intergenerational barriers to learning, especially for those with low educational backgrounds, by providing flexible, community-embedded support

Description of the Practice – min. 2000 characters
1) Context / Background What was the initial need or problem? Who was the target group? Was it part of a larger programme or project?
Duisburg, a city in North Rhine-Westphalia, has seen significant migration of Roma families from Bulgaria and Romania since the early 2010s. Many Roma families live in concentrated urban districts with limited access to public services. In these areas, youth and adults often face exclusion from mainstream education due to low language proficiency, lack of prior schooling, housing insecurity, and structural antigypsyism. Public institutions struggled to reach these communities due to mutual mistrust, cultural barriers, and logistical constraints. Roma youth in particular were not attending integration or pre-vocational programmes, partly because their parents lacked formal education and confidence in institutional systems. In response, local NGOs (such as BildungsWerkstatt Duisburg and Integra Duisburg e.V.), in partnership with the city's integration office, initiated the Community Learning Hubs as a grassroots, intercultural learning approach. These hubs were not part of the school system but were supported through city inclusion funds and charitable foundations. Target group: Roma youth (14–27) and their families, particularly those living in segregated districts and not enrolled in formal education or employment.
2) Objectives What were the goals of the practice? What did it aim to improve or change?
To build foundational literacy and numeracy skills among Roma youth and adults To improve confidence and motivation for learning To support integration into the vocational and educational system





To strengthen family-based learning and social cohesion

To create community trust and partnership with educational institution

3) Implementation / Methodology

How was the practice carried out step by step?

What activities or methods were used?

How long did it take?

Step 1: Establishment of Local Hubs

Spaces were rented in neighbourhoods with high Roma concentration. These were converted into friendly, culturally sensitive learning centres.

Step 2: Community Outreach

Local Roma facilitators engaged families door-to-door and through community events to explain the offer and encourage enrolment.

Step 3: Flexible Learning Activities

Sessions were held in small groups, twice a week in the afternoons and evenings.

Topics included:

- Basic reading and writing in German
- Everyday math and budgeting
- Navigating health, school, and job-related documents
- German conversation and role-play for daily life

Step 4: Family Inclusion

Parents and older siblings were invited to joint learning sessions, encouraging intergenerational education.

Step 5: Bridge to Formal Systems

After 6–9 months, learners showing readiness were referred to formal language schools, job centres, or youth vocational programmes.

Duration:

Each cycle ran for approximately 9 months; the hubs remained open year-round

4) Results / Outcomes

What were the concrete results?

How did the practice impact the participants?





Over 150 Roma learners engaged over 2 years

40+ transitioned to formal German integration or VET preparation courses

Increased attendance and punctuality

Significant improvement in basic reading and speaking abilities

Strengthened family participation in school-related matters (e.g., parent meetings)

5) Participants' Stories – optional

Short quotes, personal reflections or experiences shared by participant

6) Success Factors

What made the practice effective or innovative?

Were there any unique or creative elements?

Non-institutional, welcoming learning environments

Roma educators and peer facilitators who built trust

Focus on family and community learning

No registration requirements or documentation barriers

7) Transferability / Recommendations

Can the practice be used elsewhere?

What conditions are needed for successful implementation?

This model is easily replicable in other cities with high concentrations of Roma or marginalized migrant populations. Key conditions include:

- Community-based location
- Trust-building outreach via Roma mediators
- Collaboration with local authorities for follow-up pathways





8) Tips / Implementation Advice – optional

Checklists, lessons, or advice for those wishing to implement the practice.

Keep group sizes small (6–10 learners)

Provide refreshments and childcare when possible

Integrate storytelling, games, and music to maintain interest

Keep attendance voluntary to reduce pressure

9) Lessons Learned - optional

Biggest surprises, obstacles or key takeaways during implementation.

10) Photos illustrating the described practice

Please attach at least 3 photos related to the described good practice

PRACTICE PROFILE – CLASSIFICATION CHECKLIST

Please tick all categories that apply to your described practice.

You may choose more than one.

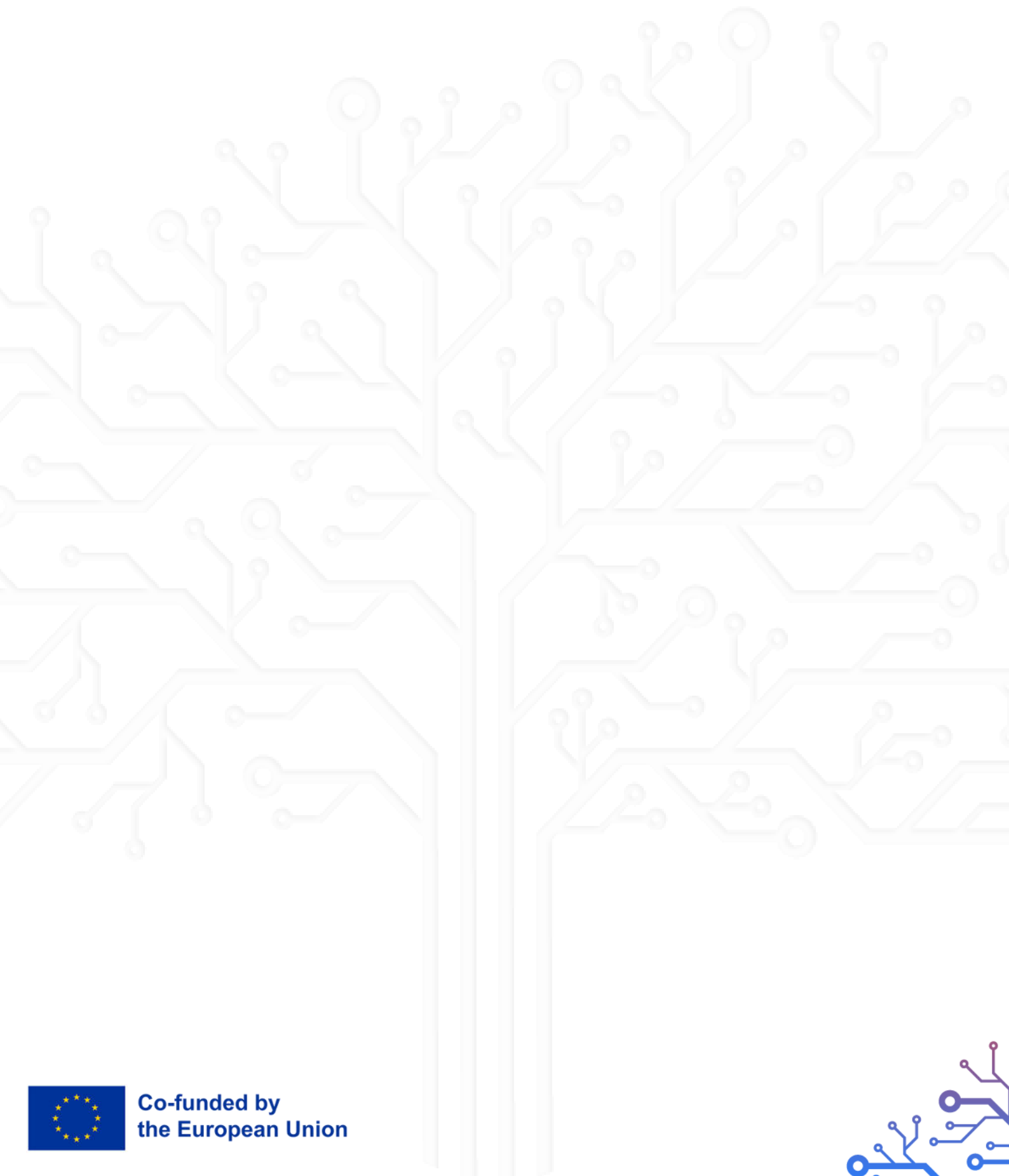
TYPE OF THE PRACTICE

- | | |
|-------------------------------------|--------------------------------|
| ☒ | Learning by doing |
| ☒ | Intergenerational learning |
| ☒ | Community-based learning |
| ☐ | Digital / blended learning |
| ☒ | Peer learning |
| ☐ | Mentoring / coaching |
| ☒ | Cultural / creative approaches |





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