

Safe spAces For LEarning | SAFE

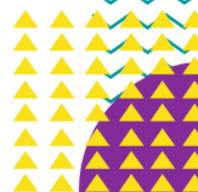
IO1.A2: Collection of Good Practices

Miteinander Lernen/birlikte
öğrenelim



Project n°: 2020-1-PT01-KA204-078631

SAFE SPACES FOR LEARNING





“Miteinander Lernen/birlikte öğrenelim”

A short presentation of the project:

Miteinander Lernen (in English: learning together) was founded in 1983 by committed Austrian and Turkish-speaking women. The initiative started as a sewing and conversation programme for Turkish-speaking women. (Both sewing machines and clothes were relatively expensive at that time.) The first educational and counselling services developed within the framework of these joint activities. *Miteinander Lernen* was the first association in Vienna to offer literacy in Turkish as a first language. In the meantime, the entire range of services is in the areas of education (literacy in Turkish as a first language and basic education in German as a second language), workshops and information circles, counselling and therapy for women, families and children (with migration history), afternoon care for less privileged children from the surrounding schools. Although the association now addresses not only Turkish-speaking women, the tradition of the association is still visible in the structure of the seekers as well as the staff. Many of the seekers do not only use one of the services of the association.

A short presentation of the organization / association:

The association is feminist, anti-racist and non-partisan. It is financed by public funds and (little) own income. The association has a board of “directors” (consisting of 4 women working in the organisation) who vote on financial, personnel and structural decisions.

Aspects that make this practice a good example of safe learning space:

What is interesting about this project (which meanwhile also bears the signs of institutionalisation) is especially the emergence of offers that were developed in co-authorship with the participants (actually shareholders) of the offer. The focus on counselling/therapy and education can be traced back to these first years.

One indication of this participant-oriented structure could be seen in the fact that a former participant became a staff member.

As a second point, we would like to emphasise that the range of services is attractive for many women because a wide variety of expertise is gathered here in one place.



The third point is the exclusivity for women, which gives some participants access to an educational programme that they (or sometimes their families) clearly prefer. Many of the women have similar migration histories. In this way, general structures can be recognised and thematised in the exemplary.

Exploring the cross-border transferability:

The co-authorship of organisers and potential addressees regarding spaces, offers and contents.

Contacts and links for further reading:

<https://miteinlernen.at/>

A book on the project: <https://www.amazon.de/Frauen-Fremdland-Bildungsarbeit-Pschotherapie-Migrantinnen/dp/390047894>

