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PEDAGOGICAL MANUAL

Collective Strategies for the Bureaucratic Maze – To Understand, To Empower, To Transform

Political Education with Migrant Communities

Experience · Expression · Analysis · Positioning · Imagination · Action

Bildung von Unten e.V. · 2025- 2026

Introduction

This manual systematises activities developed in political education processes with migrant people in Berlin. It does not start from a closed theoretical programme, nor does it seek to offer a rigid sequence that must be reproduced in the same way in every context. Its starting point is the practices, questions, exercises and learning experiences that were tested in courses, workshops and collective spaces.

The activities gathered here address issues that shape the lives of migrant communities in different ways: personal histories of migration, identity and belonging; racism and discrimination; housing and the right to the city; work, care and precarity; global inequalities; political participation; and the possibilities of imagining and building other forms of coexistence.

The methodological approach combines Popular Education, Theatre of the Oppressed, situated language learning, collective work and spaces of mutual support. These dimensions are not understood as separate areas. A discussion about housing can at the same time be a space for sharing experiences, analysing economic relations, practising linguistic tools for argumentation and learning about initiatives that seek to transform those conditions.

For this reason, the activities are at the centre of this manual. Participants tell their own stories, build images with their bodies, analyse maps, texts and videos, take on roles, debate political positions, rehearse responses to situations of racism, imagine possible futures and transform shared concerns into their own projects.

The aim of this systematisation is to make these tools accessible and replicable. The manual is intended for educators, facilitators, migrant organisations, collectives and other initiatives that wish to adapt the activities to their own groups. The point is not to copy an experience exactly, but to understand its pedagogical logic and modify it according to the needs, knowledge, languages and conditions of each context.

An additional thread runs through many of these experiences: learning collectively how to navigate bureaucracy. For migrant people, a letter from an authority, a form, an administrative appointment or the search for the right place to obtain advice can become concrete barriers to exercising rights. The manual therefore also includes spaces of mutual support and collective counselling (kollektive Beratung), in which the group shares knowledge, identifies institutions, translates administrative language into understandable questions and develops strategies for the next steps. Communication

appears here not only as public outreach, but as the capacity to understand, ask questions, respond, document and make oneself heard.

How to read this manual

The activities can be used individually or combined into longer processes. Throughout the manual we propose one possible path that moves from personal experience towards structural understanding and, from there, towards positioning, imagination and collective action. This path can be summarised as follows:

EXPERIENCE → EXPRESSION → ANALYSIS → POSITIONING → IMAGINATION → ACTION

Not every activity has to pass through all these stages. Some are designed to open up a topic; others to explore it in greater depth, practise forms of intervention or produce something collectively. Language tools, vocabulary materials and debate-preparation sheets work across the different stages and can be incorporated wherever the group needs them.

1. Our pedagogical perspective

1.1. Popular Education: starting from the reality we live

Our practice is rooted in the tradition of Popular Education. Inspired by Paulo Freire, we understand education as a collective process of critically reading reality, rather than as the one-way transfer of knowledge from a person who knows to one who does not. People enter an educational space with their own experiences, knowledge, strategies and questions. The pedagogical task is to bring these forms of knowledge into relation with one another, confront them with new information and create the conditions for producing collective knowledge.

That is why many activities begin with open questions: Why do we migrate? What difficulties do we encounter when living in Berlin? What happens when we look for housing? Who performs care work? What do we do when we hear a racist comment? What conditions would we like to change? The answers do not merely serve as an introduction to the content: they are part of the content.

Starting from experience does not mean remaining exclusively at that level. The pedagogical movement seeks to connect apparently individual situations with broader social, political and economic structures. In this way, what may initially appear to be a personal problem can become a collective question.

1.2. From individual experience to collective understanding

The activity on migration histories and tableaux (Standbilder) clearly demonstrates this movement. Participants begin by sharing in small groups why they migrated, what migrant communities from their countries are like, and what relationship they see between these histories and local and global political and economic conditions. They then identify elements connecting their experiences and turn them into a collective bodily image.

The image allows the group to pause over what emerged in the conversation: proximity, distance, power relations, similarities and differences. When the tableaux are presented in plenary, the experience no longer belongs only to one person but becomes material for collective reflection.

This process can be formulated as: experience → exchange → representation → reflection. The intention is not to homogenise migration histories, but to recognise connections without erasing differences.

1.3. The body and theatre as forms of knowledge

Not all knowledge has to be produced through verbal explanation. Body work, Image Theatre, role play and tools from Theatre of the Oppressed make visible relations that can sometimes be difficult to name.

This perspective continues an earlier pedagogical practice at Bildung von Unten, in which situations related to migration, work, housing and institutions were transformed into images and scenes. The process could move from exercises in bodily de-mechanisation to Image Theatre and, subsequently, to scenes open to intervention through Forum Theatre.

In this manual, theatre is not necessarily at the centre of every activity, but it retains a fundamental function: enabling the group to observe a situation, change perspective and rehearse possibilities for action. The body does not simply illustrate an idea we already know; it can also help us discover relations that we had not yet formulated.

1.4. Language, political education and participation

For many migrant people, participating in Germany means doing so in a language that is not their own. Language learning is therefore integrated into the political and social situations being addressed.

German-language tools are introduced when there is a concrete communicative need: expressing an opinion, justifying it, asking a question, showing disagreement, questioning a statement, formulating a counterargument, making a proposal or seeking agreement. Expressions such as “Ich bin der Meinung, dass...”, “Ich stimme dir zu, aber...”, “Kannst du das belegen?” or “Ich schlage vor...” acquire meaning because they make it possible to intervene in a real discussion.

Language thus ceases to be merely an object of learning. It becomes a tool for participating, defending a position, asking questions and building proposals with others.

1.5. Mutual support and collective knowledge

Community and mutual-support spaces are also spaces of learning. Sharing experiences about institutions, housing, work, discrimination or everyday strategies allows knowledge that was dispersed within the group to circulate.

This changes the pedagogical relationship. The facilitator does not need to possess all the answers. They can recognise existing knowledge within the group, connect it and create situations in which people learn from one another.

Building trust is especially important when activities deal with migration experiences, discrimination or situations of vulnerability. No one should feel obliged to share a personal experience. Activities can be approached through examples, characters, external materials or fictional situations whenever that is more appropriate.

1.6. Communication, bureaucracy and collective counselling

An important part of social participation depends on being able to navigate complex administrative structures. For many migrant people, barriers arise not only from a lack of information but also from the way that information is written, distributed and organised: difficult-to-understand letters, deadlines, forms, unclear institutional responsibilities or the need to explain the same situation repeatedly to different offices.

In response, we propose working with bureaucracy as a problem that can be read collectively. Collective counselling (kollektive Beratung) combines the exchange of knowledge, accompaniment and the strengthening of the capacity to act. People bring concrete questions or situations; the group distinguishes facts, doubts and next steps; experiences with institutions and counselling centres are shared; and strategies are developed that participants themselves can put into practice. The aim is not to replace specialised legal advice when it is necessary, but to increase confidence in understanding a situation, formulating questions and seeking appropriate support.

Bildung von Unten's work on collective counselling formulates precisely this objective as an expansion of individual and collective scope for action in relation to authorities, social participation and self-organisation. It also proposes documenting experiences anonymously and organising them thematically in order to recognise recurring structural barriers, rather than interpreting each difficulty exclusively as an individual case.

This perspective connects directly with Popular Education: an experience with an institution can contain knowledge that is useful to other people. When several experiences are brought together, the group can identify patterns, distinguish what information is missing and recognise which obstacles are structural. Mutual support thus becomes a form of knowledge production and not merely interpersonal help.

Communication workshops complement this process. Communication means being able to formulate a situation clearly, ask a concrete question, prepare a call or appointment, write an email, explain what response was received and pass useful information on to others. At the collective level, it also means transforming the group's learning into understandable materials, public messages or digital content. Communication and collective counselling therefore form part of the same capacity: understanding a situation and finding ways to intervene in it.

1.7. From reflection to action

Critical reflection is not necessarily the end of an educational process. Several activities in the manual seek to open up the question of what people can collectively produce, communicate or transform.

The Projektwerkstatt, for example, enables groups to return to topics that were important to them, decide what they want to explore further, identify whom they want to address and choose a format:

podcast, video, fanzine, theatre, song, poem or another form of production. Another activity deepens this logic by asking which socio-political environment each project wants to influence and how it might do so.

The movement we propose does not consist of automatically turning every discussion into a campaign or action. It is about opening up the possibility that learning can generate the capacity for organisation, communication and intervention.

2. Activities that structure the process

2.1. Migration histories and tableaux (Standbilder)

This activity starts directly from participants' trajectories. For approximately 30 minutes, small groups discuss their migration histories: why they came to Germany, what communities from their countries are like, what reasons explain these migrations and how they relate to local and global political and economic situations.

Each group then creates a tableau (Standbild) representing one of the themes that emerged strongly during the exchange. The images are presented in plenary and the group discusses countries, reasons for migrating, similarities, differences and common themes.

The strength of the activity lies in not requiring an individual presentation of each biography. The conversation first produces a shared experience, and the group collectively decides what it wants to represent. The tableau also makes it possible to work across different language levels.

2.2. “Why do we migrate?”: expert groups using the Atlas of Migration

The activity uses twelve theses on migration as prompts. Each person receives one of them and small groups discuss associations, examples, challenges and disagreements. The groups are then reorganised so that each member can pass on what was discussed previously.

The procedure turns participants into knowledge-bearers: each person has the responsibility to carry something from their first group into the second. In a final phase, topics are selected for further exploration, asking which images or prejudices are contradicted by the information analysed and how these phenomena relate to global inequalities and (neo)colonialism.

The method can be adapted to other short materials: statistics, statements, text excerpts, images or quotations.

2.3. Migration, identity and belonging through a video

Using the video “Aline Abboud: Germania”, the group works on the tension between migration and identity. After clarifying vocabulary and comprehension questions, participants discuss the protagonist's relationship with Lebanon, how many forms of belonging or identities can be recognised in her story and what elements participants find in common with their own trajectories.

The video functions here as a third voice. It makes it possible to approach personal experiences without requiring the group to begin by immediately exposing their own biographies. Starting from an external story, connections with participants' own experiences can gradually be opened up.

2.4. Care, gender, migration and precarity

The work begins with two questions: What do we understand by precarity and care work? How are care and gender related? A short text is then read collectively and comprehension questions are addressed.

An interesting feature of this activity is that the closing phase is not intended to resolve the topic. Participants produce questions to continue investigating it in later sessions. It can be combined with maps of global care chains to observe how care work connects different countries and how gender, migration and precarity are related.

In this way, reading a text does not mean only understanding it linguistically: it means using it to generate new collective questions.

2.5. Fishbowl: use and reappropriation of urban spaces

A fictional neighbourhood assembly must decide what to do with an empty space. Four groups prepare different social positions: a long-term resident of the neighbourhood, a recently arrived unemployed German student, a migrant person looking for work without *Anmeldung*, and a family with a good income.

During the Fishbowl, one person temporarily represents each group and can be replaced by another. The discussion begins with an opening intervention from each position and continues with questions and arguments.

The evaluation is as important as the debate: What was it like to represent that position? Which arguments were difficult? What do we think once we leave the role? What matters to us in the city? The activity makes it possible to distinguish between understanding a position and sharing it.

2.6. "Lass reden!": rehearsing responses to racism

In pairs, participants develop arguments and possible responses to racist expressions. They then move into small groups and receive roles to construct two or three short scenes in which they must use the responses and strategies they prepared.

The third phase is a collective reflection: How do we actually react in these situations? Which strategies are worth considering? How did the conversation develop? Could it have happened differently?

Complementary materials include vocabulary on discrimination, exclusion, everyday, institutional and structural racism, as well as conversational strategies: questioning statements, dismantling myths, asking for clarification, changing perspective, showing solidarity, asking for help or pointing out the consequences of a statement.

The aim is not to teach a “perfect response”, but to broaden the repertoire of possibilities available in a concrete situation.

2.7. Futures research: what would it be like to live without a passport?

Futures research introduces a dimension that is often missing from political education: imagining institutions and relationships that do not yet exist.

The starting question is: What would life without a passport be like? Groups create a poster exploring possible consequences. What would happen to travel? What would happen to nation-states? Would flags still exist? What other institutions would change?

The scenarios are then presented and discussed in plenary. The exercise makes it possible to observe how much the system of nation-states influences everyday life while also practising the German Konjunktiv II and conditional clauses with “wenn”.

The aim is not to predict the future. It is to train the capacity to imagine that what seems natural today could also be organised differently.

2.8. A local referendum from transnational perspectives

The activity on the Volksentscheid Berlin 2030 klimaneutral introduces a concrete instrument of direct democracy. First, a video about the result is watched; then a text about the context before and after is read; finally, its consequences are discussed.

The exercise adds a question that is particularly relevant for migrant groups: How are these issues discussed in the countries we come from, and what relationships exist between climate activism in Berlin and situations elsewhere?

This avoids presenting political education as one-way learning about “how Germany works”. Participants can compare contexts, question categories and contribute political knowledge from other places.

2.9. Projektwerkstatt: turning a topic into a collective production

The Projektwerkstatt functions as a transition between a process guided by facilitators and one increasingly directed by participants themselves.

Groups return to course content relevant to their topic, summarise it in writing and orally, and decide which aspect they want to explore further. They then learn about different possible formats: podcast, video, fanzine, theatre piece, song or poetry.

Each project must define its audience, what it wants to communicate and the relationship between personal experience and the collective dimension. Finally, the groups answer: What question do we want to address? Which format works for us? Whom do we want to reach?

In a later phase, the political dimension is deepened by asking which socio-political environment the project seeks to influence, why, and how it might do so. Here, education leads into cultural production, communication and potential social intervention.

2.10. Planning the next steps

A simple tool helps turn a general idea into achievable tasks through three questions: What do I want to do? What do I need in order to do it? By when does it need to be finished?

The apparent simplicity of the table is pedagogically useful. It requires participants to divide an objective into steps, identify resources—time, information, conversations, materials—and relate them to a timeline.

It can be used at the end of the Projektwerkstatt, but also for small actions, collective research or personal projects. Planning ceases to be an external administrative task and becomes part of the learning process.

2.11. Kollektive Beratung: turning a bureaucratic problem into next steps

This activity starts from a concrete administrative situation brought by someone in the group: a letter they do not understand, a response from an authority, a form, a pending appointment or uncertainty about which institution is responsible. The situation is worked on without turning the person into an object of analysis and while avoiding unnecessary sharing of personal data.

One possible procedure is to divide the situation into four columns: What do we know? What do we still not understand? What do we need to find out? What could the next step be? The group contributes experiences and information, but clearly distinguishes between confirmed knowledge, personal experience and assumptions. If the problem requires legal or specialised advice, one concrete task can be to identify the appropriate service and prepare questions for that consultation.

The pedagogical objective is for the person to leave not only with an answer, but with a greater capacity to act: knowing which document they need, which question to formulate, which deadline to observe, which institution to contact or how to document the process. The collective counselling approach used by Bildung von Unten seeks precisely to strengthen confidence in acting in relation to authorities and other spaces of participation.

The activity can close by asking: What did we learn from this case that could be useful to other people? In this way, an individual difficulty can produce collective knowledge without losing sight of the privacy of the person who experienced it.

2.12. Collective map of bureaucracy and support networks

Many bureaucratic difficulties are aggravated because we do not know which institution does what, where to find reliable information or when it is advisable to approach a specialised organisation. This activity builds a collective map of resources from the knowledge already present in the group.

On a large sheet of paper, topics such as housing and Anmeldung, work, benefits, residence, education, health or discrimination are placed. Participants add institutions they know, counselling centres, initiatives and strategies that have been useful to them. The group then reviews which information is confirmed, which details need updating and where gaps remain.

The result can be kept as a physical map, shared document or small internal guide. More important than producing an exhaustive list is that participants learn to distinguish between types of support and formulate the question: What kind of help do I need and who can provide it?

2.14. Communication workshop: from a bureaucratic letter to a clear question

Bureaucracy has a language of its own. A letter may contain important information and at the same time be difficult to understand even for people with a good level of German. This activity works on communication using anonymised administrative documents or examples prepared by the team.

In small groups, participants first identify: Who is writing? What are they communicating? What are they asking for? What deadline appears? What consequences are mentioned? The content is then translated into everyday language and the main problem is formulated in one sentence. In a third phase, each group prepares a possible response: a short email, questions for a phone call or a list for an in-person appointment.

The aim is not to teach administrative German as an end in itself, but to develop communicative tools for dealing with institutions. Vocabulary such as Antrag, Bescheid, Nachweis, Frist, Widerspruch, Termin or zuständige Stelle can be worked on only when it appears in situations relevant to the group.

The activity can be complemented with a small repertoire of phrases: asking for something to be explained more simply, requesting written confirmation, asking which document is missing, confirming a deadline or summarising what has been understood. This connects communication workshops with the concrete capacity to defend rights and reduce dependence on intermediaries.

2.15. From the individual case to the structural pattern

Collective counselling can resolve or clarify a concrete problem, but it can also help identify obstacles that recur. This activity proposes reviewing, anonymously, several experiences accumulated over a period and organising them by topic: inaccessible information, incomprehensible language, referrals between institutions, difficulties obtaining appointments, repeatedly requested documentation, discrimination or other obstacles identified by the group.

The group then asks: What appears only once and what is repeated? Which strategies worked? Which barriers do not depend on an individual decision? What would have to change so that other people do not encounter the same problem? The experiences are systematised and recurring patterns and structural barriers are identified.

This step is important because it shifts the focus from “What did this person do wrong?” to “What conditions repeatedly produce this difficulty?” The documentation can be used to improve future pedagogical activities and, where there is consent and a clear strategy, to develop public communication or recommendations addressed to organisations and institutions.

2.16. Collective communication: transforming knowledge into accessible information

Communication workshops can use the learning produced in mutual-support spaces. Each group chooses a frequent question or an identified barrier and creates a short piece for other people: a one-page guide, a carousel, an audio recording, a short video, a glossary or a list of steps.

Before producing it, the group defines: Who are we addressing? What does that person need to know? What information can we state with confidence? Which part depends on each case? Which specialised service can we refer people to? The material is then reviewed from the perspective of accessibility: understandable language, clear structure, absence of unnecessary information and a distinction between experience, general guidance and professional advice.

3. Principles for facilitation

- Do not require people to share personal experiences: Experiences are a pedagogical resource, not a requirement. There must always be the possibility of working from external examples, fictional situations or roles.
- Explain why we are doing an activity: Knowing the objective helps people take ownership of the process and also question it or propose modifications.
- Alternate formats: Individual work, pairs, small groups, plenary, body work, texts, videos and creative production distribute participation and prevent a single form of expression from dominating the session.
- Allow time for reflection afterwards: A role play or tableau does not end when the scene ends. Evaluation makes it possible to distinguish character and person, experience and analysis, immediate reaction and learning.
- Adapt German to the group: Language tools should facilitate participation rather than become a barrier. Phrases, vocabulary, translations or preparation time can be offered according to needs.
- Do not always seek consensus: Some activities are useful precisely because they make disagreements, different interests and contradictions visible. A good closing can consist of formulating better questions, not necessarily resolving them.
- Connect the personal and the structural: Avoid both a purely abstract discussion and reducing social problems to individual stories. Continually ask what connects an experience with broader social conditions.
- Leave space for the group to produce: As a process advances, participants should be able to decide on topics, questions, formats and forms of intervention.
- Distinguish guidance from legal advice: The group can share experiences, organise information and prepare next steps, but it must recognise when a case requires a Beratungsstelle or specialised professional advice.
- Protect personal data: Letters, cases and experiences must be anonymised whenever they are used as collective material. Only what the person wishes to share is shared.
- Distinguish experience, information and assumption: In collective counselling spaces, it is important to state clearly whether something comes from personal experience, a verified source or a hypothesis that still needs to be checked.
- Document in order to learn, not to monitor: Systematising cases should serve to recognise patterns and improve the group's tools, while avoiding the creation of unnecessary files on participants.

Explanation of pedagogical activities

1. Migration histories and tableaux (Standbilder)

Questions for reflection

- What elements appeared in several of the stories?
- What differences do we find between our experiences?
- What was easier to represent with the body than to explain in words?
- What political, economic or social factors appear behind decisions to migrate?
- What do we now see in the image that perhaps had not appeared during the conversation?

Political-pedagogical objectives

- Recognise migration experiences as a source of knowledge.
- Identify common elements without homogenising trajectories.
- Connect personal experiences with broader social and political conditions.
- Introduce the body as a tool for collective reflection.

Language/communication objectives

- Narrate experiences in the past.
- Express causes and consequences.
- Compare experiences.
- Formulate hypotheses and interpretations.

Recommendations for facilitation

Do not oblige anyone to narrate their own migration experience. Participants can speak about experiences they know, family experiences or general situations. When presenting the tableaux, it is advisable to first ask the observing group what they see before asking the creating group to explain what they intended to represent.

Variation

Instead of representing a migration experience, an image can be built around concepts such as arrival, border, belonging, waiting, home or bureaucracy.

2. Why do we migrate? — Atlas der Migration

Questions for reflection

- What information surprised us?
- Which statements contradict common images of migration?
- What differences exist between individual reasons for migrating and structural conditions?
- Who has the possibility to migrate and who does not?
- What relationships do we find between migration, global inequality and colonialism?

Political-pedagogical objectives

- Make individualised explanations of migration more complex.
- Recognise economic, political and historical factors.

- Question stereotypes.
- Build knowledge through cooperation among participants.

Language/communication objectives

- Explain information in one's own words.
- Formulate causal relationships.
- Compare.
- Express agreement, disagreement and surprise.

Recommendations for facilitation

The facilitator should not turn the activity into a class on “the causes of migration”. The expert-group mechanism works precisely because knowledge circulates horizontally.

Variation

The theses can be replaced by statistics, newspaper headlines, images, excerpts from political speeches or short texts.

3. Migration, identity and belonging

Questions for reflection

- What does it mean to belong to a place?
- Is it possible to belong to several places at the same time?
- Who decides when someone is considered “from here”?
- Which elements of an identity do we choose and which are attributed to us from outside?
- Do we recognise any of these tensions in our own experiences?

Political-pedagogical objectives

- Problematicise rigid conceptions of national identity.
- Explore multiple forms of belonging.
- Generate connections between individual experiences and social categories.

Language/communication objectives

- Describe relationships and feelings.
- Express identification and difference.
- Compare experiences.
- Formulate interpretations.

Recommendations for facilitation

Avoid ending the exercise by asking each person “where do you feel you belong?”. The aim is not to force anyone to define an identity, but precisely to open up and make that category more complex.

Variation

The video can be replaced by photographs, songs, short autobiographical stories or other testimonies.

4. Care, gender, migration and precarity

Questions for reflection

- What work do we consider care work?
- Who performs it?
- Which jobs are paid and which remain invisible?
- What relationship exists between gender and care?
- How does migration change the distribution of care work?
- What connections exist between different countries?

Political-pedagogical objectives

- Relate gender, migration, work and precarity.
- Make socially invisible work visible.
- Understand global care chains.
- Connect local experiences with transnational structures.

Language/communication objectives

- Comprehend political texts.
- Explain concepts.
- Formulate causal relationships.
- Develop questions.

Recommendations for facilitation

It is advisable not to begin by academically defining “Care-Arbeit” or “Prekarisierung”. First collect what the group understands by these terms and then contrast it with the material.

Variation

Physically construct a global care chain using cards with people, jobs, cities and countries.

5. Fishbowl — Use and reappropriation of urban space

Questions for reflection

- What was it like to defend a position we do not necessarily share?
- What interests were in conflict?
- Who had more power within the situation?
- Which arguments were more convincing?
- Which voices were missing?
- Now outside the character: what would we do with the space?

Political-pedagogical objectives

- Recognise conflicts of interest in the city.
- Practise changes of perspective.
- Analyse relationships between housing, property and the right to the city.
- Distinguish understanding a position from agreeing with it.

Language/communication objectives

- Argue.
- Contradict.
- Ask questions.
- Defend a position.
- Propose solutions and negotiate.

Recommendations for facilitation

It is essential to make explicit the moment when the character ends. The evaluation should make it possible to say: “that was what my role defended; now I want to say what I think.”

Variation

Change the conflict: a public square, an abandoned building, a threatened cultural centre, accommodation for refugees, etc.

6. Lass reden! — Intervening in the face of racism

Questions for reflection

- How did we feel during the scene?
- Which strategy did we use?
- Did it work as we expected?
- What other responses could have been tried?
- When does it make sense to discuss and when might it be better to leave the conversation?
- What can we do as people observing a racist situation?

Political-pedagogical objectives

- Expand possibilities for intervention in the face of racism.
- Practise solidarity and positioning.
- Recognise different strategies.
- Strengthen the capacity to act without presenting a single “correct” response.

Language/communication objectives

- Formulate counterarguments.
- Ask for explanations.
- Question generalisations.
- Express disagreement.
- Express solidarity.

Recommendations for facilitation

Do not turn the activity into a competition to find the cleverest response. People affected by racism should not be required to represent or explain their own experiences. It is preferable to work with situations prepared in advance and ensure that reproducing discriminatory expressions has a clear pedagogical function.

Variation

After a first scene, an observer can replace one of the characters and try another strategy, bringing the activity closer to Forum Theatre. The original materials already propose analysing whether the conversation could have unfolded differently.

7. Housing + meeting with a political initiative

Questions for reflection

- Which of the everyday problems mentioned do we know?
- What relationship exists between these problems and the housing system?
- What is the difference between resolving an individual case and transforming a structure?
- What strategies does the initiative use?
- What would we change about the housing situation?

Political-pedagogical objectives

- Relate everyday problems to economic and political structures.
- Learn about existing forms of collective organisation.
- Understand social movements as political actors and sources of knowledge.

Language/communication objectives

- Formulate questions.
- Listening comprehension.
- Express causes and consequences.
- Formulate wishes and future scenarios.

Recommendations for facilitation

Prepare questions before the visit and reserve a later session to process it. The original activity already distinguishes precisely between the meeting and a subsequent 60-minute analysis.

Variation

The format can be used with trade unions, tenants' associations, anti-racist initiatives, counselling centres, neighbourhood associations or other actors.

8. Futures research — Living without a passport

Questions for reflection

- What would change immediately?
- Who would gain freedom?
- Would new problems appear?
- Which institutions would no longer be necessary?
- What new institutions would we need?
- What does this exercise show us about the current system?

Political-pedagogical objectives

- Denaturalise the nation-state and borders.

- Develop political imagination.
- Think about alternatives without requiring them to be immediately feasible.
- Analyse how abstract institutions condition everyday life.

Language/communication objectives

- Konjunktiv II.
- Conditional clauses with wenn.
- Formulate hypotheses.
- Talk about possible futures.

Recommendations for facilitation

Do not respond too quickly with “that would be impossible”. The first phase should allow free imagination. Critical evaluation can come afterwards.

Variation

What would happen if nobody needed Anmeldung? If housing could not be private property? If all residents could vote?

9. Local politics from transnational perspectives

Questions for reflection

- What political instrument have we just learned about?
- Does anything similar exist in other countries?
- How is this same problem discussed there?
- What differences do we find?
- What can we learn from political movements elsewhere?

Political-pedagogical objectives

- Learn about mechanisms of political participation.
- Recognise transnational political knowledge within the group.
- Avoid political education centred exclusively on Germany.
- Connect local and global struggles.

Language/communication objectives

- Audiovisual and written comprehension.
- Express opinions.
- Compare systems and contexts.
- Write a short argumentative text.

Variation

It can be used with any local political discussion that allows transnational connections.

10. Projektwerkstatt

Questions for reflection

- Which topic do we want to explore further?
- Why does it matter to us?
- What do we want to communicate?
- To whom?
- What relationship does our personal experience have to the collective problem?
- Which format allows us to communicate it best?

Political-pedagogical objectives

- Progressively transfer decisions to the group.
- Turn learning into participants' own productions.
- Relate individual experience and collective dimension.
- Develop organisational capacity.

Language/communication objectives

- Summarise.
- Present an idea.
- Negotiate decisions.
- Formulate objectives.
- Explain a proposal.

Recommendations for facilitation

The original materials also establish four very useful criteria: use the German learned, define the audience, determine what is to be communicated and connect the personal with the collective. Facilitation should resist the temptation to immediately “improve” ideas. First help the group turn them into clear questions and objectives.

11. Planning the next steps

Questions for reflection

- What can we realistically do with the time and resources available?
- What is our first step?
- What do we need?
- Who can do it?
- What depends on other people?
- What difficulties can we anticipate?

Political-pedagogical objectives

- Transform abstract ideas into achievable actions.
- Develop organisational autonomy.
- Distribute responsibilities.
- Recognise resources and limitations.

Language/communication objectives

- Formulate tasks.
- Express needs.
- Talk about deadlines.
- Distribute responsibilities.

Variation

Add two columns to the original table: Who? | What do we want to do? | What do we need? | By when? | How will we know it is done?

12. Kollektive Beratung — One problem, many forms of knowledge

Questions for reflection

- What do we already know about this situation?
- Who has had similar experiences?
- What strategies were tried?
- What information are we missing?
- Where could we obtain it?
- What can the person do individually and what could we do collectively?
- Are we facing an individual problem or a recurring barrier?

Political-pedagogical objectives

- Recognise knowledge that already exists in the community.
- Strengthen autonomy in relation to institutions.
- Transform individual experiences into shared knowledge.
- Identify patterns of institutional exclusion.
- Distinguish information, experience and professional advice.

Language/communication objectives

- Explain a bureaucratic situation.
- Formulate a concrete question.
- Ask for clarification.
- Reconstruct timelines.
- Explain steps already taken.

Recommendations for facilitation

The facilitator does not take the place of legal counselling. They must clearly distinguish between what the group knows from experience, information that can be verified and issues that require professional referral.

13. Collective map of bureaucracy

Questions for reflection

- Which institutions do we have contact with?

- What is each one for?
- Which institution decides what?
- Where do we find information?
- Which organisations can help us?
- Which obstacles recur?

Political-pedagogical objectives

- Turn dispersed knowledge into a collective resource.
- Understand bureaucracy as a system rather than an incomprehensible collection of offices.
- Identify support networks.
- Reduce dependence on individual knowledge.

Language/communication objectives

- Name institutions and procedures.
- Explain functions.
- Formulate relationships: “for X I need Y”.
- Explain sequences.

Variation

At the end, create a physical or digital collective map that can remain available to the group.

14. Understanding and responding to a bureaucratic letter

Questions for reflection

- Who sent this letter?
- What do they want?
- Which information is really important?
- Is there a deadline?
- Do we have to respond?
- Which words make it difficult to understand?
- What do we need to know before acting?

Political-pedagogical objectives

- Develop autonomy in relation to administrative communications.
- Break complex documents down into manageable information.
- Learn reading strategies collectively.
- Reduce the feeling of isolation when dealing with bureaucracy.

Language/communication objectives

- Identify sender, request, deadline and required action.
- Recognise recurring bureaucratic vocabulary.
- Formulate questions.
- Draft short and clear responses.

Recommendations for facilitation

Work with anonymised documents or fictional examples. The aim is not to resolve personal files publicly. Always use a small matrix: Who is writing? → What do they want? → By when? → What do I have to do? → What do I not understand? → Where can I ask for help?

15. From the individual case to the structural pattern

Questions for reflection

- Which situations recur?
- Who do they affect?
- What do they have in common?
- Which institution or rule appears?
- What consequences do they produce?
- Are we dealing with isolated errors or a structural barrier?
- How could we document it?

Political-pedagogical objectives

- Politicise bureaucratic experiences without denying their personal dimension.
- Recognise patterns of exclusion.
- Produce knowledge from migrant experiences.
- Transform experiences into collective evidence.

Recommendations for facilitation

Completely anonymise cases and allow each person to decide what may be documented.

16. From collective knowledge to a communication tool

Questions for reflection

- What have we learned that could help another person?
- Which information is essential?
- How can we explain it without bureaucratic language?
- In which language(s) should it be available?
- Which format would be most accessible?
- Which information may change and should be verified?

Political-pedagogical objectives

- Turn community knowledge into a shared resource.
- Recognise participants as producers of knowledge.
- Practise accessible communication.
- Multiply learning beyond the group.

Language/communication objectives

- Simplify without losing essential information.
- Explain procedures step by step.

- Adapt a message to an audience.
- Translate institutional language into everyday language.

Variation

The result can be an information sheet, a carousel, a short video, an audio recording, an infographic or a one-page guide.