D3.3 The WEMIN intervention methodology and curriculum

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Abstract

The WEMIN collection of training material suitable for training provisions to MRW provides free learning resources to be used by trainers working with MRW. The learning materials cover seven thematic fields: support in the use of existing free training software, vocabulary lists related to social and cultural life in host country, history of the host county, core values of host country, social and cultural life of host country, the European dimension and principles of intercultural communication.

The WEMIN intervention methodology defines the didactic-methodological framework with special emphasis on the needs of the target group. The curriculum suggests a structure based on time and content for the WEMIN training intervention programme.

1   Introduction: the WEMIN methodology and curriculum

The WEMIN intervention training program consists of a collection of existing learning materials and a training methodology. The training methodology suggests recommended didactic principles found suitable for the WEMIN intervention and training programme for migrant and refugee women (MRW).

The WEMIN curriculum serves as framework with a structure and timeline for the provision of WEMIN intervention and training. This curriculum can be adapted according to the needs of specific groups of MRW.

The WEMIN methodology and training programme integrates the wide expertise of all WEMIN partners. The content of the training and intervention program is focused on migrant and refugee women (MRW) and their specific learning needs.

The content of training material used is selected by WEMIN partners based on their experience, knowledge and good practice applying specific training materials in their service provision to MRW.

Host countries within the framework of the WEMIN project are France, Germany, Greece, Ireland, Italy, Portugal, Spain and Sweden.

2   The WEMIN intervention methodology

The WEMIN intervention training program consists of a collection of existing learning materials and a training methodology. The training methodology suggests recommended didactic principles found suitable for the WEMIN intervention and training program for migrant and refugee women (MRW).

The WEMIN methodology and training programme will integrate the wide expertise of all WEMIN partners. The content of the training and intervention program is focused on migrant and refugee women (MRW) and their specific learning needs. The content of the intervention and training programme consists of seven sections. The training content will include the following subjects:

1. Support in the use of existing free language training software,
2. Vocabulary lists related to social and cultural life in host country,
3. History of the host county,
4. Core values of host country,
5. Social and cultural life of host country,
6. The European dimension,
7. Principles of intercultural communication.

Host countries within the framework of the WEMIN project are France, Germany, Greece, Ireland, Italy, Portugal, Spain and Sweden.

The intervention methodology is built on enhancing training effectiveness through the use of real life simulation. The methodology and training programme is based on a mentorship model and the programme will make use of modern ICT.

With this output, MRW will be provided with an opportunity helping them stay involved and active in their communities by preparing them to successfully manage their life in their host country and to overcome obstacles in their integration process. On the other hand, MRW will be offered an alternative and friendly way to improve their social integration into a local host society by using these training interventions to learn new forms on how to learn, make new friends during the intervention and to link to migrant women from other countries of origin and to host society women.

Transferability potential of the developed methodology and training programme is relatively high, as is designed to be scalable and replicable for training of other target groups (both trainers and trainees), as well as other sectors (cultures, languages, etc.).

The development of the WEMIN methodology is based on a common learner profile. A training needs analysis conducted with experts and MRW collected evidence of learners' needs and preferred forms of learning. The main findings of

this needs analysis were integrated into the WEMIN intervention methodology and offered guidelines for the selection of training materials.

The WEMIN training methodology is based on adult learning theories and adapted to the learning needs of MRW in European societies. The methodology will guarantee that desired learning outcomes specifically demonstrating the abilities MRW will be achieved as a result of the WEMIN training programme.

2.1   Introduction to the WEMIN intervention methodology

The methodology is based on key principles of adult education. The WEMIN training

- was developed and provided by professional institutions with background and experience in adult education,
- is professional and oriented along learners' needs,
- follows innovative didactic principles,
- is clearly focused on the target group of MRW learners,
- builds upon the experience and biographical skills and competences of the adult learners,
- is internationally transferable and applicable,
- is based on scientific research and resources,
- is clearly structured in terms of time, expected learning outcomes and element of a lilfelong learning process.[1]

Adult education is part of a lifelong learning process. After compulsory education with primary and secondary school, either initial vocational training or tertiary education (i.e. university studies), an individual normally starts with his or her professional life. During this active working phase of life, education of an adult often focuses on continuing education and training to enhance vocational skills, to acquire new competences for a professional career or to take part in an in-company training programme.

Approaches of holistic learning[2] can be very suitable in adult education. Holistic learning addresses and involves the learner's entire personality and invites participants to use their cognition, emotion and practical experience actively:

- **cognitive**: learning facts, theory, logical relations

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[1]   See also: Seitter, W.: Geschichte der Erwachsenenbildung, Bielefeld 2000, p. 12f.
[2]   See also: Heublein, Elke; Zimmermann, Nils-Eyk: Facilitators Handbook #2 Holistic Learning, Planning experiential, inspirational and participatory learning processes, MitOstEdition, Berlin 2016.

- **emotional**: playfulness, feeling connected to others, experiencing positive and negative emotions by being challenged, emotions regarding values and intellectual concepts
- **practical**: turning ideas into decisions and actions, practicing skills and experimenting

Adults may also enjoy education and training which are not linked to their professional life or vocational development. Adult education comprises all formal, non-formal and in-formal learning opportunities in the field of non-vocational continuing training.[3]

Migrant and refugee women may differ from this vision of adult learning. Depending on their country of origin,

- they may not have access to primary or secondary education,
- they may not have access to tertiary education or vocational training,
- they may have acquired life skills and competences through in-formal and non-formal learning and less or not through compulsory education,
- their learning experience may have been family based and not linked to a school or institutional leaning provision,
- formal education and training may have been interrupted or stopped by early maternity, forced marriage or experience of violence,
- MRW may come from cultures where education and learning are not seen as an individual lifelong learning experience, but more as a group experience. In this understanding, the learning individual has no prominent role. Learning is for the group in terms of a clan, family or social cluster. Very often frontal teaching are common methods in such settings of learning. An exposure to a western understanding of learning as an individual process of lifelong personal development often causes challenges to MRW originating from cultural background with a group-based understanding of learning.

These points do not apply to all MRW. A significant number of MRW in Europe originates from countries where education for girls and women was well regarded. A survey by IOM[4] indicates for 2016

- a total of 16% of registered MRW in EU member states with an educational background of tertiary education, including PH.Ds,
- a total of 34% of registered MRW in EU member states with access to secondary education,

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3   Arnold, Rolf, Nuisll, Ekkehard and Rohs, Matthias: Erwachsenenbildung, Einführung in Grundlagen, Probleme, Perspektiven, Baltmannweiler 2017, p. 38.
4   IOM – International Organisation for Migration: Statistic indicators on world migration, Europe and refugee migration, Geneva 2017.

- a total of 24% of registered MRW in EU member states with at least a primary educational level,
- a total of 28% of registered MRW in EU member states with no educational experience or now access to school learning.

MRW adult learners can draw from a rich experience of skills, competences, knowledge, know-how and tools collected and acquired during their entire lifelong learning process – be it formal, non-formal or in-formal.

Methodologies for MRW adult learners need

- to respect and build upon existing skills and competences of learners,
- to be based on self-experience, self-exploration and personal interest,
- to be case based and linked to real life and practical life situations,
- to include time for self-reflection
- to provide an environment where they can learn best.

2.2 Principles of andragogy and the WEMIN intervention methodology

Principles of andragogy may help to understand adults and MRW adults as learners.[5] The Canadian Literacy and Learning Network outlines the seven key principles of adult learning based on andragogy:

- Adults cannot be made to learn. They will only learn when they are internally motivated to do so.
- Adults will only learn what they feel they need to learn. In other words, they are practical.
- Adults learn by doing. Active participation is especially important to adult learners in comparison to children.
- Adult learning is problem-based and these problems must be realistic. Adult learners like finding solutions to problems.
- Adult learning is affected by the experience each adult brings.
- Adults learn best informally. Adults learn what they feel they need to know whereas children learn from a curriculum.
- Children want guidance. Adults want information that will help them improve their situation or that of their children.[6]

MRW adult learners choose to learn because they wish to do so. They are not forced to learn:

- MRW learners have a strong wish towards self-guided learning, in-formal learning and learning at their own speed,
- MRW learners wish to include or integrate their life-experience into the learning process,
- MRW learners wish to prove that they are able to learn, able to acquire something new and apply it in a realistic situation with practical approaches,
- MRW learners wish to learn to find solution for problems or challenges they may encounter in their daily life.[7]

By including a MRW learner's life-long experience, adult education for MRWs will make use of a learner's personal identity. For some MRW learners, the transition from working life into retirement may be accompanied by feelings of loss of biographical continuity. Adult education methodologies for MRWs need to take

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[5] Knowles, Malcolm Shepherd: The Adult Learner. Fifth Edition. Gulf Professional Publishing, Houston 1998.

[6] Source: Canadian Literacy and Learning Network. Principles of Adult Learning Archived 2014-02-17 at the Wayback Machine, Jossey-Bass, 2013.

[7] Reischmann, Jost: Andragogik – Wissenschaft von der lebenslangen und lebensbreiten Bildung Erwachsener. In: Björn Paape, Karl Pütz (Hrsg.): Die Zukunft des lebenslangen Lernens / The Future of Lifelong Learning: Festschrift zum 75. Geburtstag von Franz Pöggeler. Lang, Frankfurt am Main 2002, p. 59–81.

into account developments of personal transitions, definitions of new roles within society, a person's family and social environment.[8]

The special conditions of providing adult education and learning for MRW learners also results in a special relationship between trainers or tutors and the learners. Trainers and tutors working with MRW adult learners need to take into account the different levels of relationships within such a learning situation:

Relationship	Comment
Relationship learner – tutor	MRW learners see their tutor / teachers as a guide, a companion leading them through a new personal learning process. They do not see their tutor / teacher as instructor or "traditional teacher" (like at school) who could give them orders
Self-understanding of MRW adult learners	MRW adult learners are learning for their own interest, to explore or discover something new and useful or they wish to learn to make new contacts, get acquainted with their new social environment or they learn because it is part of a mandatory integration program (in some EU member states).
Relationship between MRW adult learners	MRW adult learners tend to treat each other in groups with more respect and less "competition" as compared to younger groups of learners with more competition; cooperative learning in small groups often is a preferred form of learning; peer-to-peer learning is a very respected form of learning based on trust and mutual understanding between MRW learners. Such forms of learning should also be encouraged by facilitators to promote the acquisition of knowledge, competences and skills.
Relationship adult learning provider (institution) and learner	Provider of adult education and learning for MRW take the responsibility to offer MRW learners a safe and protected space for learning, reflection, trial and error. Special needs of MRW learners based on their migration or refugee history and life experience, including medical and psychological aspects, need to be respected during the provision of learning.

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8   Meueler, Erhard: Didaktik der Erwachsenenbildung, Weiterbildung als offenes Projekt. In: Tippelt/von Hippel: Handbuch Erwachsenenbildung/Weiterbildung, 6. Überarbeitete und aktualisierte Auflage, Wiesbaden 2016,p. 973-988.

2.3   Key principles of the WEMIN methodology

The WEMIN methodology is based on key didactic and methodological principals which are recommended to be followed for the development and implementation of the WEMIN learning content for MRW.[9]

2.3.1   Self-reflective learning

Self-reflective learning allows a learner to profit from his or her experience collected earlier if life. A former experienced is applied to a new situation and allows for reflection why a solution may have worked earlier, may not have worked, may work now and may not be applicable to a new situation. Self-reflective learning may be based on positive as well as negative former experiences in life. For the group of MRW learners, based on individual migration and refugee history, negative aspects in some cases may dominate. For a successful learning experience, positive aspects from earlier life should be preferred.

Reflective learning is a way of allowing learners to step back from their learning experience to help them develop critical thinking skills and improve on future performance by analyzing their existing experience. This type of learning, which helps move the learner from surface to deep learning, can include a range of activities, including self-review, peer review and other pedagogical tools.[10]

Self-reflective learning is based on a practical case study or sample situation. Learners are being introduced to a specific situation, problem or challenge. They are asked to find a solution. They are invited to think, to reflect if they remember such a situation, problem or challenge from an earlier phase of their life. If yes, can the former solutions be applied to the new situation? If no, why not?

Reflecting helps a learner develop his or her skills and review their effectiveness, rather than just carry on doing things as one has always done them. It is about questioning, in a positive way, what you do and why you do it and then deciding whether there is a better, or more efficient, way of doing it in the future.

You wouldn't use a recipe a second time around if the dish didn't work the first time? You would either adjust the recipe or find a new and, hopefully, better one.

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[9]   Siebert, Horst: Didaktischen Handels in der Erwachsenenbildung, Didaktik aus konstruktivistischer Sicht, 7. überarbeitete Auflage, Augsburg 2012.

[10]   See also: https://www.sheffield.ac.uk/lets/toolkit/learning/reflective#Resources (as of 11.01.2018)

When we learn we can become stuck in a routine that may not be working effectively. Thinking about one's own skills can help a learner to identify changes one might need to make. In a group, MRW are invited to exchange their experience with i.e. a specific recipe and to discuss, how they applied changes.

Reflective questions to ask:

- **Strengths** – What are my strengths? For example, am I well organised? Do I remember things?
- **Weaknesses** – What are my weaknesses? For example, am I easily distracted? Do I need more practise with a particular skill?
- **Skills** – What skills do I have and what am I good at?
- **Problems** – What problems are there at work/home that may affect me? For example, responsibilities or distractions that may impact on study or work.
- **Achievements** – What have I achieved?
- **Happiness** – Are there things that I am unhappy with or disappointed about? What makes me happy?
- **Solutions** – What could I do to improve in these areas?[11]

During the discussion of a case, learners are invited to reflect and speak about their emotional experience during the phase of finding a solution. Where they happy with the solution they found for a similar problem earlier in their life? Are they happy with the solution they found now? Do they feel confident and feel ownership of the solution or do they wish to learn new ways and forms to solve a specific problem?

The tutor or trainer is free to suggest alternative forms to solve a specific situation or challenge. Self-reflective learning can be done in small groups such as tandems or two learners or individually, learner and tutor.

With MRW women who underwent traumatic experience during their migration or refugee process, this exercise might be less suitable or should be accompanied by an experienced trainer with – if applicable – psycho-therapeutic knowledge. Such an training and learning exercise needs to be adapted by the trainer to the specific situation of MRW in the course.

During the reflection phase, MRW learners may meet borders or limits of their personal skills and abilities. During such a phase the tutor or trainer has to offer skills or competences which could be acquired now as part of this self-reflective learning experience. Such new skills or competences could be i.e. digital and IT-related skills, communicative skills or new cultural skills.

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[11] Source: http://www.open.ac.uk/choose/unison/develop/my-skills/self-reflection (as of 11.01.2018)

The key principle of self-reflective learning is a cognitive experience of the learner during which he or she analyses existing skills and competences and may discover the need or desire to learn something new as well.

2.3.2 Biographical learning / identity-based learning

Biographical learning may seem a bit similar to self-reflective learning. However, biography-based learning really draws on episodes of a person's individual history. Many people share similar patterns in their life without knowing about this.

Again, this methodology has proven to be extremely successful with MRW learners. Trainers need to take into account that MRW with traumatic life experience may need special support or – in critical cases – other methodologies and forms of intervention need to the chosen.

"The term "biographical learning" is used to describe the study of the relationships that exists between learning and biography, the influence of biography on learning processes and practices, and biography as a mode of learning."[12]

Biography-based leaning presents a situation which many people can share:

- First day at school
- First day in a new job
- The day of getting married
- A period of being sick, ill or at the hospital
- A specific day within a migration experience

These simple samples show that a biographical event in a person's life can be positive or negative. The important point is that it can be shared by many. Biographical learning is good for groups of learners. Each learner is asked to i.e. tell a short story about his or her first day at school. What do you remember? How did you feel? Or they are asked about memories they have about a stay at the hospital. Where they afraid? Why? Did the feel to give away "control" to doctors and nurses? How was the decision taken to migrate, to leave a place of home and move to a new place?

After telling the short stories, the trainer tries to identify a commonly shared feeling or emotion: You all were telling me that you were nervous at your first day

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[12] Tedder, Michael, Biesta, Gert.: Learning *from* life and learning *for* life: Exploring the opportunities for biographical learning in the lives of adults. Working paper 7, 2007, p. 3 f. Learning Lives Website, www.learninglives.org

at school. How did you handle being nervous? Do you remember other situations where you were nervous (i.e. an exam)? How did you handle this situation? What instruments did have you developed during the course of your life so far to deal with anxiety, being nervous?

Biographical learning focuses on the application of own biographical experience on another person's biographical experience. At this point, learners could be given a real-life case and be asked to discuss this case in small groups. The case could i.e. be story of a migrant who still feels lonely in his or her home country. The migrant is hesitant to make contacts with local people, even afraid maybe to get in contact or simply too shy.

Teachers are free to take samples from their own biography and to apply this to the case study. How could they help the migrant with stories and samples from their own life?

Biographical learning often shows that people share similar stories and biographical experiences or events despite all cultural differences, regions of origin, language or education.

2.3.3   Explorative learning / make things possible

Exploration means discovery. To explore something new is fun. Explorative learning is a good format for MRW learners to introduce them to new skills, themes or learning content in an entertaining, fun and playful way.

Explorative learning has two dimensions:

- Exploration in the sense of research: Learners are asked to do research on a specific topic. They may use computers, do online research, collect data from the Internet, from books or use libraries or other sources for their research.

  Technically assisted research is a good way to train and enhance a person's IT and computer-aided research skills. Learners with more experience can help other who are less experienced in using the Internet for research.

- Exploration in the sense of excursions: Learners are asked to visit places which are new to them or to re-discover places they know. A visit to a library with a tour around the library, the archives, a meeting with a librarian etc. may add a totally new dimension of knowledge on tools, media, services etc. a local library may offer.

  Excursions may also take learners to place like mosques, cultural centers, markets, festivals, nature parks, public administration etc. The intention of excursions is to present to the learners something new or new and additional

aspects which expand or complete their knowledge about a specific place or institution.

Explorative learning gives learners a high amount of control over their own learning process. Learners can and should take control of their own learning, the knowledge they gather is rich and multidimensional, learners may approach the learning task in very diverse ways and it is possible for learning to feel natural, it does not have to be forced or contrived.[13] This could be a special and new experience for MRW learners.

A traditional explorative learning exercise could be a research assignment of the most important holidays and festivities of migrants living in a neighborhood. As a first step, learners could simply use the Internet and research the history, background, cultural traditions etc. of a holiday. Based on this research, learners could prepare presentations, posters etc. and share with each other. MRW could discuss in small groups their own holidays, festivities and hear about holidays and festivities in their host country.

As a second step, learners could visit a migrant cultural center, a mosque or a migrant family where a specific holiday is celebrated. Learners will directly experience traditions, music, customs of a specific holiday. They could also be involved in preparing special food or traditional costumes which are typical for a specific holiday.

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[13] Rieber, L. P.: Microworlds, in Jonassen, David H. (ed.) Handbook of research on educational communications and technology. Handbook of Research for Educational Communications and Technology. Second edition, Boston 1996.

2.3.4   Connected learning

Connected learning describes a holistic concept of learning. This learning process includes personal interests of a learner, social and peer relationships, professional achievements (during an education, career, at university etc.), hobbies and all forms of informally or non-formally acquired skills.[14]

"In addition, connected learning is an approach to educational reform keyed to the abundance of information and social connection brought about by networked and digital media. Advocates of connected learning posit that this approach leverages new media to broaden access to opportunity and meaningful learning experiences."[15]

MRW learners often have a huge amount of skills, competences, talents which often were not actively drawn upon. Informally and non-formally acquired skills, emotional competences and empathy can be of high value to feel at home in a new hosting society.

The connected learning model suggests that a person learns best

- when they are interested in what they are learning;
- when they have peers and mentors who share these interests;
- when and their learning is directed toward opportunity and recognition.

Connected learning is when a learner is pursuing a personal interest with the support of peers, mentors and caring other adults, and in ways that open up opportunities for them. It is a fundamentally different mode of learning than education centered on fixed subjects, one-to-many instruction, and standardized testing.

People "learn best when actively engaged, creating, and solving problems they care about, and supported by peers who appreciate and recognize their accomplishments. Connected learning applies the best of the learning sciences to cutting-edge technologies in a networked world. While connected learning is not new, and does not require technology, new digital and networked technologies expand opportunities to make connected learning accessible to all learners. The "connected" in connected learning is about human connection as well as tapping the power of connected technologies."[16]

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[14] Ito, M.; Gutiérrez, K.; Livingstone, S.; Penuel, B.; Rhodes, J.; Salen, K.; Schor, J.; Sefton-Green, J.; Watkins, S.G.: Connected learning: An agenda for research and design (PDF). Irvine 2013.

[15] Cornwell, W. R.; Cornwell, J. R.: "Connected learning: A framework of observation, research and development to guide the reform of education", Breckenridge 2006, p. 62.

[16] Quote from: https://clalliance.org/why-connected-learning/ (as of 10.01.2018)

Connected learning combines individual learning outcome with outcomes achieved by a group. A group of MRW learners shares the same goal, the same intention for learning, the same purpose. Each learner is allowed to learn and work on her own but stays connected to all other members of the group during the learning process. Whenever support is needed, learners will support each other.

Connected learning can be described as a network of learners. This network could be a real inter- and intra-personal network of a group. Such a network could also be a network in a technical sense through which learners at different locations are connected and learn together.

Connected learning often uses technical tools to support the learning process. One sample could be that learners are asked to watch a video or learning tutorial either at home or in a group. Each learner analyzes his or her perception of the video, takes notes and presents these notes in the plenary (may also be during an online meeting or skype conference of learners) to the other learners. Each learner can bring in supportive materials, literature, references and share them with the other members of the group. These materials could be uploaded to a user platform or protected site.

2.3.5   Cooperative and collaborative learning (in groups)

Collaborative learning is a method of teaching and learning in which learners team together to explore a significant question or create a meaningful project. A group of learners discussing a lecture or learners from different groups working together over the Internet or in a real meeting on a shared assignment are both examples of collaborative learning.[17]

MRW prefer to learn in groups. Cooperative learning on a small project, on a shared experience or a visit to a cultural activity or reflections upon learning a new language can be helpful to acquire new cultural skills and communicative techniques.

Cooperative learning is a specific kind of collaborative learning. In cooperative learning, MRW work together in small groups on a structured activity. They are individually accountable for their work, and the work of the group as a whole is

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[17] Johnson, D.W. and R.T. Johnson: Learning together and alone. Englewood Cliffs, N.J.: Prentice Hall, 1991.

also assessed. Cooperative groups work face-to-face and learn to work as a team.[18]

In small groups, MRW can share strengths and also develop their weaker skills. This method has shown good results with MRW learners who can bring in their lifelong skills and competences. They develop interpersonal skills. They learn to deal with conflict. When cooperative groups are guided by clear objectives, learners engage in numerous activities that improve their understanding of subjects explored.

In order to create an environment in which cooperative learning can take place, three things are necessary

- first, learners need to feel safe, but also challenged,
- second, groups need to be small enough that everyone can contribute,
- third, the task learners work together on must be clearly defined.

Also, in cooperative learning small groups provide a place where[19]:

- learners actively participate;
- teachers become learners at times, and learners sometimes teach;
- respect is given to every member;
- projects and questions interest and challenge students;
- diversity is celebrated, and all contributions are valued;
- learners learn skills for resolving conflicts when they arise;
- members draw upon their past experience and knowledge;
- goals are clearly identified and used as a guide;
- research tools such as Internet access are made available;
- learners are invested in their own learning.

Collaborative learning methodologies in adult education for MRW can have many positive aspects:

- Collaborative learning promotes diversity: Learners work with many different types of people in small groups. During these sessions they interact with their fellow learners, they learn to discuss different points of view and it supports learners to better understand other cultures and perspectives.

- Collaborative learning accepts individual differences. Different MRW may have different responses to a question. Learners will acquire a wider an more comprehensive perspective on a specific topic or learning item.

- Collaborative learning allows learners to work and learn in tandems. This support continuing personal development, offers a protected space for

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18 Verduin, J.R., Jr.: Helping students develop problem solving and investigative skills in cooperative settings, Springfield 1996.
19 See also: http://www.thirteen.org/edonline/concept2class/coopcollab/index.html (as of 10.01.2018)

exchange of knowledge and acquisition of new learning content and learners benefit from structured interaction between each other.

- Learners are actively involved in collaborative learning sessions. Each learner has an equal chance to contribute and to share with others. This also serves as motivation to explore the next step and go beyond existing skills.

- Collaborative learning also offers tutors and teachers a chance for individual feedback, group feedback and evaluation of learning progress in adult education.

2.3.6 Contextual learning and case-based learning

Contextualized learning is a proven scientific concept that incorporates the most recent research in cognitive science. According to contextual learning theory, learning occurs only when (adult) learners process new information or knowledge in such a way that it makes sense to them in their own personal frames of reference (their own inner worlds of memory, experience, and response). MRW learners have many of such personal references collected during their lifetime and during the process of integrating into their new host society. Learning of a new language has a high impact on contextual learning and case-based training.

"The human mind seeks meaning in context by searching for relationships that make sense and appear useful. Building upon this understanding, contextual learning theory focuses on the multiple aspects of any learning environment, whether a classroom, a laboratory, a computer lab, or a worksite. It encourages educators to choose and/or design learning environments that incorporate many different forms of experience in working toward the desired learning outcomes. In such an environment, learners discover meaningful relationships between abstract ideas and practical applications in the context of the real world; concepts are internalized through the process of discovering, reinforcing, and relating."[20]

Contextual learning focuses on real world situations, the situation MRW really are facing. It is less about theory but more about practical aspects of life.

Contextual learning methodology often works with real-life case studies or real project assignments. This could be the story of a person, a film or documentary, a short text with a description of a situation, i.e. the situation of a mother taking her child to school to meet with the teacher. This real-life case should describe a specific situation and the solution a person found for this specific situation.

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[20] Quote from:
http://cordonline.net/CTLtoolkit/downloads/What%20Is%20Contextual%20Learning.pdf (as of 10.01.2018)

Learners can link this situation – as in biographical learning – to their own experience. However, they are asked to take into account as many as possible "environmental" factors: Where did the situation happen? Who was part of it? What was the main problem or challenges? How was the solution found? Would I have done the same in the same situation?

A case study could try to include as many characteristics as possible of a situation. As examples, learners could be confronted with the story of a migrant who was forced to leave his country of residence and now settles in Europe. What were the conditions which made the migrant to finally decide to leave his home town? All factors should be listed, from personal ones, social ones, political and economic ones.

Mapping of all factors which influence a situation can be used as exercise to list as many items as possible.

Learners will present their analysis of a given situation. The tutor or teacher will ask them to compare their analysis with their own present situation.

There are many other terms used to describe contextual learning including:[21]

- Hands on experience
- Real world education
- Active learning
- Integrated learning
- Project or case based

Because of the flexibility of this type of learning a teacher can design a learning environment which incorporates many different forms of experience, including social, cultural, physical and psychological.

2.3.7   Role-Play and artistic learning

Elements taken from theater, acting and drama-art are suitable to cover additional aspects of the WEMIN intervention methodology and may correspond with contextual and case-based learning. Role-play can be used to re-create everyday life situation of MRW, such as booking a medical examination, shopping or completing administrative forms at an office.

Learning with elements from theater, playing music and singing in addition to creative expressions in form of painting, drawing or forming a sculpture has

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[21]   Bern, R.G. & Erickson, P.M.: Contextual Teaching and Learning: Preparing Students for the New Economy. New York 2001.

proven to be very suitable for illiterate learners. Images, photos, artistic elements can be used to bridge gaps caused by linguistic gaps in understanding, reading and writing.

2.4 The WEMIN methodology for a training programme for MRW

The WEMIN learning interventions

- are be based life experience of MRW learners,
- respect existing skills, competences and attitudes,
- motivate learners to discover, explore and try something new,
- take place in small groups of MRW learners.

The learning interventions are available either as paper-based learning or in on-line formats. All materials and links are also available on the WEMIN project website and learning platform.

The materials will be suitable for

- learning in groups with trainers or teaches,
- self-guided learning and learning at one's own speed,
- integration of life experience based on case studies,
- practical real life situations a MRW encounters and can relate to
- answering specific needs of MRW learners.

The methodologies applied in the training intervention are based on innovative principles of adult learning provision such as

- Self-reflective learning
- Biographical learning / identity based learning
- Explorative learning / make things possible
- Connected learning
- Cooperative and collaborative learning
- Contextual learning and case- or project-based learning
- Holistic learning

All methodologies are to be applied in a safe, protective learning requirement which also takes into respects needs of MRW learners such as loudness, clearly spoken language, good light, materials to take notes, accompanying water and drinks, easy to reach toilets and – if necessary – barrier free access to rooms and venues or women only environments.

2.5 Additional recommendations for working with MRW

Based on experience collected by WEMIN partners during the recent years when working with MRW and based on migration and integration studies and research on female migration and integration[22], we recommend some additional points of consideration:

A new role in a new society

- MRW often come from countries where women have a specific role in society, often based on cultural traditions, family, religion. In a new host society, the role of women in most cases is different. MRW undergo a long-term process of social change, of acceptance and denial. This special situation needs to be respected during training interventions.
- MRW may suffer from traumatic experience, violence or social pressure. Trainers need to be careful and should have access to professional help and female health experts.
- Learning for MRWs can be a form of "public recognition" and "public appreciation" of their skills and knowledge;
- MRWs may need advice or help to transfer their knowledge and skills collected during their „former" life into a new situation, to a new target group.
- MRW often have specific tasks within their families related to taking care of children, older family members etc. Time management and time for leaning need to be respected during training interventions.

A new form of being active through learning

- MRW learners with less former exposure to learning may see learning and learning in groups as something new to them;
- MRWs may see learning as an instrument for positive changes in their life;
- MRWs may see learning as an instrument to improve their own social environment;
- MRWs may see learning as a new form of organizing themselves, being part of a new team, a new group

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[22] Karl, Fred; Aner, Kirsten; Bettmer, Franz, Olbermann, Elde (Hrsg.): Perspektiven einer neuen Engagementkultur. Praxisbuch zur kooperativen Entwicklung von Projekten. 1. Auflage. Wiesbaden 2008.

3   The WEMIN curriculum

The WEMIN intervention methodology foresees a basic 80 hour training program for MRW followed by additional training provisions fostering creativity, artistic expression and entrepreneurial skills.

The initial 80 hours of training will introduce MRW learners to:

1. Introduction to existing free language training software to learn language of the hosting country,
2. Introduction to vocabulary lists related to social and cultural life in host country,
3. Overview on history of the host county,
4. Overview on core values of host country,
5. Introduction to social and cultural life of host country,
6. Introduction to aspects of the European dimension (to living in an EU member state and to services provided by EU institutions)
7. Introduction to principles of intercultural communication.

Based on the outcome of the WEMIN needs analysis, it is recommended to offer the 80 hours (learning units) of training in segments of 2 hours (learning units) once or twice a week, depending on the time availability of the respective MRW learners.

The suggested curriculum offers flexibility and serves as an orientation how learning could be structured and organised. Time devoted to specific topics can be changed, according to the needs and preferences of learners.

The WEMIN learning intervention curriculum suggests the following allocation of hours / learning units per thematic field:

WEMIN learning intervention curriculum Suggested time allocation	
Thematic field / learning content	**Hours/ Units**
Introduction to existing free language training software to learn language of the hosting country	30
Introduction to vocabulary lists related to social and cultural life in host country	10
Overview on history of the host county	5
Overview on core values of host country	10
Introduction to social and cultural life of host country,	10
Introduction to aspects of the European dimension (to living in an EU member state and to services provided by EU institutions)	10
Introduction to principles of intercultural communication.	5

In order to speed up the duration of the learning provision, weekend workshop with four to five hours length may be added, depending on the time, availability and motivation of MRW learners to attend such an intense session.

Since experts agree upon that acquiring linguistic skills of the language of the host country is an essential part of integration, most time within the suggested 80 hours curriculum is foreseen for support in language learning. It has to be noted that the WEMIN training intervention is not a language course itself, neither does it replace other language and integration courses. The WEMIN training intervention offers added value to MRW learners since it is based on MRW needs and is an accompanying instrument to foster MRW integration in EU member states.

**WEMIN training intervention** **Suggested Curriculum**
Hours/ Units	**Topic**	**Content of the learning unit**	**Remarks**
		Please note: The use of free online language learning software might not suitable to all groups of MRW leaners. MRW facing lingual illiteracy or IT illiteracy may prefer a standard language course with a teacher in a classroom. The following 30 hours with introductions to different free language learning software may thus be replaced by standards language learning classes – depending on the needs and preferences of MRW learners.	
1.		Introduction to free language learning software – How to use the software	Suitable software based on the needs of learners to be selected by trainer
2.		Session working with the software	One or two units / chapters of the software per session
3.		Session working with the software	
4.		Session working with the software	
5.		Session working with the software	
6.		Session working with the software	
7.		Homework session	Learning assign- ments for self-learning
8.		Reflection on homework session and working with the software	
9.		How to continue to learn with the selected software	
10.		Evaluation and feedback on language learning software	

WEMIN training intervention Suggested Curriculum			
Hours/ Units	**Topic**	**Content of the learning unit**	**Remarks**
11.		Introduction to a second free language learning software – How to use the software	Second suitable software based on the needs of learners to be selected by trainer
12.		Session working with the software	One or two units / chapters of the second software per session
13.		Session working with the software	
14.		Session working with the software	
15.		Session working with the software	
16.		Session working with the software	
17.		Homework session	Learning assign-ments for self-learning
18.		Reflection on homework session and working with the software	
19.		How to continue to learn with the selected software	
20.		Evaluation and feedback on language learning software	
21.		Introduction to third free language learning software – How to use the software	Alternatively learners may proceed with either the first or second software, depending on their favorite prefererence
22.		Session working with the software	

WEMIN training intervention Suggested Curriculum			
Hours/ Units	Topic	Content of the learning unit	Remarks
23.		Session working with the software	
24.		Session working with the software	
25.		Session working with the software	
26.		Session working with the software	
27.		Homework session	
28.		Reflection on homework session and working with the software	
29.		How to continue to learn with the selected software	
30.		Vocabulary related to school education	
31.	**Vocabulary for social and cultural life in host country**	Vocabulary related to job and work	
32.		Vocabulary related to finding a apartment, house	
33.		Vocabulary related to health	
34.		Vocabulary related to food, nutrition and food shopping	
35.		Vocabulary related to public administration	
36.		Vocabulary related to mobility, travel, transportation	
37.		Vocabulary related to sports, physical activity	
38.		Vocabulary related to social activities, civil society, volunteering	
39.		Vocabulary related to finances, economics, banking	
40.	**History of host country**	Early history of host country	
41.		Geography of host country	

WEMIN training intervention Suggested Curriculum			
Hours/ Units	**Topic**	**Content of the learning unit**	**Remarks**
42.		Main history of host country till presence	
43.		Recent history of host country (last 70 to 100 years)	
44.		Most important, crucial and relevant events in history of host country (also linked to migration history of host country)	
45.	**Core values of host country**	Social values – friends, family, interaction in society	Double session
46.			
47.		Work values – colleagues, work assignments, work ethics	Double session
48.			
49.		Political values – legal and judicial rights, participation, voting and decision making, elections	Double session
50.			
51.		Individual values – freedom, human rights, minority rights, freedom of speech, press, media	Double session
52.			
53.		Humanistic-holistic values – nature, ecology, people, environmental protection	Double session
54.			
55.	**Social and cultural life in host country**	Sports and sporting clubs	
56.		Theaters, cinema and entertainment in host country	
57.		Museums, arts in host country	
58.		Media in host country	
59.		Associations, clubs in host country and how to become a members	
60.		Migrants' cultural life in host country (migrant clubs and migrants' association)	

Hours/ Units	Topic	Content of the learning unit	Remarks
WEMIN training intervention Suggested Curriculum			
61.		Social events, festivals, public events, public holidays	
62.		Religious life in host country	
63.		NGOs, public interest groups in host country	
64.		Civil society groups, overview on other major association in host country's cultural and social life	
65.	**European Dimension**	Europe – A continent, an idea, the European Union, the Council of Europe – Overview	
66.		The European Union and its history since 1957	Double session
67.			
68.		Participation, democracy in the European Union	Double session
69.			
70.		EU grant programmes in the fields of society, culture, migration, integration – What the EU is doing for us	Double session
71.			
72.		Basic rights of EU citizens (freedom of mobility etc.)	
73.		Human rights and minority rights in the EU	Double session
74.			
75.		Future of the EU	
76.	**Intercultural communication**	Introduction to communication between cultures	
77.		Roleplays and communication games between cultures	Double session
78.			
79.		Cultural differences and cultural commons	
80.		Reflection	

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