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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 country, core values of host country, social and cultural life of host country, the European dimension and principles of intercultural communication.

The WEMIN intervention methodology define 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.

The annex presents administrative materials for the implementation of the WEMIN training interventions. These materials serve as templates to be adapted to local needs of WEMIN training providers.

The WEMIN collection of materials along with the WEMIN intervention methodology and the suggested curriculum presents an innovative, transferable and ready-to-use source to implement training for MRW to support their integration into and active participation in host societies of EU member states.

## **1 Introduction: the WEMIN collection of training materials, methodology, 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 learning materials were found to be useful, suitable, of high quality by WEMIN partners for training interventions for migrant and refugee women.

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.

The content of the intervention and training programme will consist of seven sections and 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 country,
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.

## 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 country,
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 lifelong learning process.<sup>1</sup>

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<sup>2</sup> 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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<sup>1</sup> See also: Seitter, W.: Geschichte der Erwachsenenbildung, Bielefeld 2000, p. 12f.

<sup>2</sup> 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.<sup>3</sup>

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 learning 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<sup>4</sup> 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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<sup>3</sup> Arnold, Rolf, Nuisll, Ekkehard and Rohs, Matthias: *Erwachsenenbildung, Einführung in Grundlagen, Probleme, Perspektiven*, Baltmannweiler 2017, p. 38.

<sup>4</sup> 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.<sup>5</sup> 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.<sup>6</sup>

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.<sup>7</sup>

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

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<sup>5</sup> Knowles, Malcolm Shepherd: *The Adult Learner*. Fifth Edition. Gulf Professional Publishing, Houston 1998.

<sup>6</sup> Source: Canadian Literacy and Learning Network. [Principles of Adult Learning Archived 2014-02-17 at the Wayback Machine](#), Jossey-Bass, 2013.

<sup>7</sup> 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.

to take into account developments of personal transitions, definitions of new roles within society, a person’s family and social environment.<sup>8</sup>

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.

<sup>8</sup> 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.<sup>9</sup>

### 2.3.1 Self-reflective learning

Self-reflective learning allows a learner to profit from his or her experience collected earlier in life. A former experience 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.<sup>10</sup>

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.

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<sup>9</sup> Siebert, Horst: Didaktischen Handlung in der Erwachsenenbildung, Didaktik aus konstruktivistischer Sicht, 7. überarbeitete Auflage, Augsburg 2012.

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

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. 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?<sup>11</sup>

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

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

learning experience. Such new skills or competences could be i.e. digital and IT-related skills, communicative skills or new cultural skills.

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 be chosen.

“The term “biographical learning” is used to describe the study of the relationships that exist between learning and biography, the influence of biography on learning processes and practices, and biography as a mode of learning.”<sup>12</sup>

Biography-based learning 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 were they afraid? Why? Did they feel to give away “control” to

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<sup>12</sup> 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](http://www.learninglives.org)

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 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 you have 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.<sup>13</sup> 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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<sup>13</sup> 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.<sup>14</sup>

“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.”<sup>15</sup>

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.”<sup>16</sup>

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<sup>14</sup> 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.

<sup>15</sup> 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.

<sup>16</sup> 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.<sup>17</sup>

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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<sup>17</sup> 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.<sup>18</sup>

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<sup>19</sup>:

- 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 and more comprehensive perspective on a specific topic or learning item.

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<sup>18</sup> Verduin, J.R., Jr.: Helping students develop problem solving and investigative skills in cooperative settings, Springfield 1996.

<sup>19</sup> See also: <http://www.thirteen.org/edonline/concept2class/coopcollab/index.html> (as of 10.01.2018)

- Collaborative learning allows learners to work and learn in tandems. This support continuing personal development, offers a protected space for 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.”<sup>20</sup>

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,

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

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.

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:<sup>21</sup>

- 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

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<sup>21</sup> Bern, R.G. & Erickson, P.M.: Contextual Teaching and Learning: Preparing Students for the New Economy. New York 2001.

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 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 based on 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 teachers,
- 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 environment which also takes into account the 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<sup>22</sup>, 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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<sup>22</sup> Karl, Fred; Aner, Kirsten; Bettmer, Franz, Olbermann, Elde (Hrsg.): Perspektiven einer neuen Engagementkultur. Praxisbuch zur kooperativen Entwicklung von Projekten. 1. Auflage. Wiesbaden 2008.

### **3 WEMIN collection of materials**

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

The content of the intervention and training programme consists of seven sections and includes 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 country,
4. Core values of host country,
5. Social and cultural life of host country,
6. The European dimension,
7. Principles of intercultural communication.

The materials supporting language learning and vocabulary training are listed starting with English as shared language with the project and most widely used working language within the EU, followed by materials covering several different language, followed by materials specific for WEMIN partner country languages in alphabetical order.

Materials specific for WEMIN partner host countries are listed in alphabetical order of the respective countries.

## 3.1 Free Language learning software

### 3.1.1.1 English

**Name of software: Duolingo**

Online language learning programme/language learning platform Target language(s) /

Language pairs: multiple languages

Source / URL: [www.duolingo.com](http://www.duolingo.com)

Description of learning material, structure, elements, functions:

Sessions include a variety of speaking, listening, translation, and multiple choice challenges

Quick results as user can see directly which answers were correct but also shows how to improve

Duration / length / number of units / how to use the list:

10 min sessions recommended daily

Vocabulary (fields of activity such as shopping, school, doctor, housing etc.) covered by vocabulary list:

starts with situations in family and daily life

Language level(s) covered (ERF):

from beginners to advanced (entry test)

Suitability for MRW: yes

Your own experience with this software or vocabulary learning tool:

We don't use it in training, own experience is good but you have to use it on a daily base.

Authors (if applicable): Duolingo.com

Copyright or IPR aspects (if applicable): common licence

Technical requirements: internet access, also available as APP

Other remarks: has to be tried out in a classroom setting

**Name of software: Learn English Online**

Online language learning programme/language learning platform

Target language(s) / Language pairs: English

Source / URL: <http://learnenglish.britishcouncil.org/en>

Description of learning material, structure, elements, functions:

Lessons and resources targeting adults and children. Lessons to improve specific skills such as listening, reading, writing and speaking. Resources include grammar information, vocabulary, videos, podcasts, games and more. Registration is free.

Duration / length / number of units / how to use the list:

Learners choose length of time and intensity.

Vocabulary (fields of activity such as shopping, school, doctor, housing etc.) covered by vocabulary list:

Everyday vocabulary needed to communicate in English, specialist vocabulary for business

Language level(s) covered (ERF):

Basic and intermediate levels (entry test)

Suitability for MRW: yes

Your own experience with this software or vocabulary learning tool:

We don't use it in training, however, the range of resources available is excellent. The only negative is that it tends to be mostly British English and not Irish English.

Authors (if applicable): n.a.

Copyright or IPR aspects (if applicable): British Council

Technical requirements: Internet access

Other remarks: designed for self-learning although there is a section for TEFL teachers to incorporate resources in lesson plans.

**Name of software: Learning English**

Online language learning programme/language learning platform

Target language(s) / Language pairs: English

Source / URL: <http://www.bbc.co.uk/learningenglish/english/>

Description of learning material, structure, elements, functions:

Full length courses that are subdivided into different materials. Learners can choose to follow a course or follow individual materials. Resources include grammar information, vocabulary, videos, podcasts, games and more. Registration is free.

Duration / length / number of units / how to use the list:

Learners choose length of time and intensity.

Vocabulary (fields of activity such as shopping, school, doctor, housing etc.) covered by vocabulary list:

Everyday vocabulary needed to communicate in English, specialist vocabulary for work or for university

Language level(s) covered (ERF):

Beginners to advanced (learners select their level)

Suitability for MRW: yes

Your own experience with this software or vocabulary learning tool:

We don't use it in training, however, the range of resources available is excellent. The only negative is that it tends to be mostly British English and not Irish English.

Authors (if applicable): n.a.

Copyright or IPR aspects (if applicable): BBC

Technical requirements: Internet access

Other remarks: designed for self-learning although there is a section for TEFL teachers to incorporate resources in lesson plans.

### 3.1.1.2 *General free language learning software (for more than one language)*

**Name of software: Bravolol**

Target language(s): German, English, Spanish (and more)

Source / URL: <https://bravolol.com/>

Description of learning material, structure, elements, functions:

Multilingual page including an app with phrasebooks, vocabulary and learning tools for a total of 20 languages. Bravolol “Learn German” is a collection of commonly used German phrases and vocabularies for travellers and beginners. Using this app, you can learn from our German speaking parrot. The parrot works together with you to practice your speaking and listening skills, wherever and whenever you are. Learning German can never be easier.

#### FEATURES

- Commonly used German phrases & vocabularies
- Font size adjustment
- Authentic pronunciation
- Record & compare your pronunciation
- Store & manage your favorite phrases
- Search for phrases & vocabulary by keyword
- No Internet connection required

Duration / length / number of units: n.a.

Language level(s) covered (ERF): Beginner A1, A2, elements of B1

Suitability for MRW: yes, easy to use, works also offline

Your own experience with this software or language learning tool:

A nice tool to accompany standard German language learning provision. Phrasebooks and dictionaries and solid and easy to use. Works with graphics, pictures and photos which makes it good to use also for illiterate MRW. A “speak” function allows learners to listen to a phrase or word.

Does the software or learning program offer a certificate or test (which, accredited?): No.

Authors (if applicable): BravoLoL Group, 2018

Copyright or IPR aspects (if applicable): BravoLoL Group, 2018

Technical requirements: Smartphone, tablet or computer

Other remarks: none

**Name of software: 50Sprachen.Com / 50languages.com**

Target language(s): 100 different languages

Source / URL: [www.50sprachen.com](http://www.50sprachen.com)

Description of learning material, structure, elements, functions:

Crossword, photos stories, tests and exams, books for 20 languages available, reduced online materials for another 30 languages. Use of app, crosswords is free of charge; text books need to be ordered and have to be paid. Book2 is the standard learning material for German.

Duration / length / number of units: 100 units

Language level(s) covered (ERF): A1 and A2 ERF

Suitability for MRW: Yes, easy to use.

Your own experience with this software or language learning tool:

Does the software or learning program offer a certificate or test (which, accredited?):

Test and exams are available, but are not accredited.

Authors (if applicable): Goethe Verlag Starnberg (NOT Goethe Institute)

Copyright or IPR aspects (if applicable): Goethe Verlag Starnberg

Technical requirements: Tablet, computer or phone

Other remarks: Not totally free of charge! After some time of learning, a fee may apply in order to continue.

**Name of software: busuu.com**

Target language(s): 50 different languages

Source / URL: [www.busuu.com](http://www.busuu.com)

Description of learning material, structure, elements, functions:

Online and offline mode, vocabulary lists, grammar exercises, learning in communities online, grammar units, conversations, app based for smartphones.

Duration / length / number of units: 100 units

Language level(s) covered (ERF): A1 to B1

Suitability for MRW:

Suitable for MRW open to self-guided online learning in virtual communities; chance to meet other people online, also from country of origin. Good vocabulary lists and good conversation exercises for daily life.

Your own experience with this software or language learning tool: none

Does the software or learning program offer a certificate or test (which, accredited?):

Tests are offered and are accredited by EU higher learning institutions.

Authors (if applicable): Buzuu.com

Copyright or IPR aspects (if applicable): Busuu.com

Technical requirements: Smartphone

Other remarks: none

**Name of software: Memrise**

**Target language(s):** Arabic, Ancient Greek, Chinese, English, French, German, Icelandic, Italian, Japanese, Klingon, Korean, Latin, Portuguese, Russian, Spanish, Swahili, Swedish, Turkish, and more.

**Source / URL:** <https://www.memrise.com/home/>

**Description of learning material, structure, elements, functions:** Memrise is a free language learning website that uses its community of users to teach and improve language learning for everyone involved. It uses audio, images, and memory techniques to help you associate words with one another for easier recall, as well as regular tests to ensure you're remembering the concepts. Memrise uses what's called "elaborate encoding" to help you remember different concepts. Instead of having you just read through words and their translations, and trying to memorize them in their raw form, it creates an association between the translation and words you are already familiar with. As you're using Memrise, you can help others learn by submitting your own memory aids and mnemonics that you have. This helps grow the service and keep the material fresh. There are different ways Memrise tests you. For example, you may get a question/answer problem to solve and then a multiple choice question later on, though they both are testing you on the same concept. This keeps the questions unique but also serves as a quick way to ensure you're retaining what you're learning. Memrise utilizes what's called "spaced repetition" to regularly review you. It does so more often in the beginning with easier tests as you're learning new words, and then less often, but with harder tests, as they're committed to long term memory. These automatically precisely spaced reviews keep you learning and remembering but without overdoing it. It's possible to log in with facebook or Google account.

**Duration / length / number of units:** flexible, depends on the user and activity chosen

**Language level(s) covered (ERF):** beginner and advanced

**Suitability for MRW:** Yes, the website and app is visually appealing and actually seems to work well due to the mnemonic techniques added by users.

**Your own experience with this software or language learning tool:** a disadvantage about the website is that it's difficult to follow what you're doing. There are thousands of courses added on a daily basis that span the entire website, and though several popular languages are categorized into common sections like *Beginner* and *Advanced*, you must search the site to find other languages, most of which don't offer near the material as the more popular ones.

**Does the software or learning program offer a certificate or test (which, accredited?):**

**Authors (if applicable):** Memrise

**Copyright or IPR aspects (if applicable):** Memrise team

**Technical requirements:** access to internet, computer or smart phone; IOS

**Other remarks:** link to an article which lists the best app for learning languages:  
<https://www.pcmag.com/roundup/358228/the-best-free-language-learning-apps>

**Name of software:** <https://www.iwdl.de/cms/lernen/start.html>

Target language(s): 50 different languages

Source / URL: [www.memrise.com](http://www.memrise.com)

Description of learning material, structure, elements, functions:

Online and offline mode, vocabulary lists, grammar exercises, learning in communities online, grammar units, conversations, app based for smartphones.

Duration / length / number of units: 100 units

Language level(s) covered (ERF): A1 to B1

Suitability for MRW:

Suitable for MRW open to self-guided online learning in virtual communities; chance to meet other people online, also from country of origin. Good vocabulary lists and good conversation exercises for daily life.

Your own experience with this software or language learning tool:

Vocabulary lists, thematic online learning sessions and free-of-charge learning materials can accompany in-class learning and are suitable tools for volunteers from host society who help MRW to learn German.

Does the software or learning program offer a certificate or test (which, accredited?):

Tests are offered and are accredited by EU higher learning institutions.

Authors (if applicable): [memrise.com](http://memrise.com)

Copyright or IPR aspects (if applicable): [memrise.com](http://memrise.com)

Technical requirements: Smartphone

Other remarks: none

### **Name of software: Moving Languages – Mobile Virtual Learning for Languages**

Learn English, Swedish, Finnish, German, and Spanish for free.

<http://movinglanguages.eu/>

Mobile applications are an effective educational source that can be specifically targeted at migrants and refugees, as a considerable percentage of them are digitally literate, own smartphones and are looking for new opportunities online in their host countries.

This project provides a gamified **language-learning** solution. It is available in English, Spanish, Italian, German, Swedish, Finnish and the 3 languages most widely spoken by refugees/migrants in the partner countries. The application shall help them to learn the local language(s). Furthermore, it will help migrants familiarise themselves with new **cultural concepts** in their host countries.

Designed to cater to different levels of linguistic competence, this application will also be useful for people who have already been living and working in their new home country for some time.

The content of the mobile application covers topics that are essential during the first steps of living in the host country. It contains 4000+ illustrated vocabulary items for easy concept recognition.

These free applications will be **available for download from all major app stores from June 2018**.

Partners in project:

- **Coordinator** - Learnmera from Helsinki, Finland
- Folkuniversitetet from Kristianstad, Sweden
- Media Creativa from Bilbao, Spain
- I.D.E.A. from Palermo, Italy
- BEST from Vienna, Austria
- Heriot-Watt University Edinburgh, UK

### 3.1.1.3 German

#### **Name of software: Learning German with Mumbro & Zinell**

Target language(s): German

Source / URL: [https://www.planet-schule.de/sf/spezial/spezial\\_learning\\_german.php](https://www.planet-schule.de/sf/spezial/spezial_learning_german.php)

Description of learning material, structure, elements, functions:

German language learning for children and minors, also suitable for adults for beginners' level. Based on adventures of Mumbro & Zinell, i.e. MUMBRO and ZINELL live in an unknown underground world. In each episode their grumpy King sends them on a mission to the World of the Humans. He orders them to bring him a very special treasure. If they fail, he will send them to a very awful place. In the World of the Humans MUMBRO and ZINELL are drawn into exciting adventures. Either one of them will get himself into a very dangerous situation, or they will have to help a human person to get out of some predicament. Will they find the treasure for their King before time runs out? And if they do, will the King accept their gift or send them to some awful place after all?

The King wishes to receive „sounds“. In the World of the Humans, Mumbro and Zinell get into an ambulance and end up at the emergency room of a hospital. Mumbro is being examined and a doctor wants to operate on him. In order to save Mumbro, Zinell and a helpful young woman doctor “kidnap” Mumbro and escape. Back in their underground world, the two friends offer their King a stethoscope. At first the King is not amused.

The software comes with interactive films, an app based tool and classroom materials for download.

Duration / length / number of units: 10 units of 45 – 60 min. each

Language level(s) covered (ERF): German A1-A2

Suitability for MRW: Young MRW girls, young adults

Your own experience with this software or language learning tool:

Does the software or learning program offer a certificate or test (which, accredited?):

No certificate. A test is available but not valid or accredited.

Authors (if applicable): Planet Schule Editorial team by SWR and WDR, 2008

Copyright or IPR aspects (if applicable): free for private use

Technical requirements: internet access, higher speed for films or download

Other remarks: none

**Name of software:** <https://www.dw.com/de/deutsch-lernen/s-2055>

Target language(s): German

Source / URL: <https://www.dw.com/de/deutsch-lernen/s-2055>

Description of learning material, structure, elements, functions:

Online and offline mode, vocabulary lists, grammar exercises, learning in communities online, grammar units, conversations, app based for smartphones.

Duration / length / number of units: 100 units

Language level(s) covered (ERF): A1 to B1

Suitability for MRW:

Suitable for MRW open to self-guided online learning in virtual communities; chance to meet other people online, also from country of origin. Good vocabulary lists and good conversation exercises for daily life.

Your own experience with this software or language learning tool:

Vocabulary lists, thematic online learning sessions and free-of-charge learning materials can accompany in-class learning and are suitable tools for volunteers from host society who help MRW to learn German.

Does the software or learning program offer a certificate or test (which, accredited?):

Tests are offered and are accredited by EU higher learning institutions.

Authors (if applicable): Deutsche Welle

Copyright or IPR aspects (if applicable): Deutsche Welle Köln

Technical requirements: Smartphone

Other remarks: none

### 3.1.1.4 Greek

**Name of software: Learning of Greek language A1/A2, Odysseas Project**

**Target language(s):**

Greek

**Source / URL:**

Learning of Greek Language A1: <http://www.gsae.edu.gr/el/ekpaideftiko-yliko/803-a1>

Learning of Greek Language A2: <http://www.gsae.edu.gr/el/ekpaideftiko-yliko/804-a2>

Designed and materialized by the General Secretariat for Lifelong Learning, executive authority for Lifelong Learning in Greece, and the Ministry of Culture, 2010 (ISBN: 978-960-7335-43-2)

**Description of learning material, structure, elements, functions:**

The Greek language learning textbooks A1 and A2, within the Odysseas project, combine teaching material, as well as exercises and grammar and syntax theory. They are structured in seven units that relate to main sectors and activities of social life, in an attempt for the person to learn the relevant language and useful communication competencies through texts, dialogues and exercises. These units are: a)Me and the Others, b)Moving around, c)Transactions, d)Social Life, e) Work, f)Social Services, g) Media. The varied learning material used in the book (newspaper articles, posters, migrant relevant info and articles, signs, photos, maps etc) takes into consideration the Greek social and every day context but also the trainees' migrant background, way of life and special needs, pointing to examples that are familiar to them and they can identify with, but also accustom them to Greece as a host country in different levels (societal, interpersonal, state, services).

**Duration / length / number of units:**

A1 and A2 textbooks are 198 and 190 pages respectively. According to the writers' recommendations to fulfil the requirements of each unit the estimated time ranges between 15 and 20 hours. Some of the units of the A2 textbook are a little bit longer, requiring 25 hours to be completed.

**Language level(s) covered (ERF):**

The learning material covers two levels, A1 for absolute beginners and A2 for trainees that have secured some level of competency and understanding of Greek language.

**Suitability for MRW:**

The learning material can be very useful for MRW allowing them to acquire a basic and intermediate level of Greek language, covering a range of topics, and to gain the communication competences that will allow them to adapt to contexts that are expected to find themselves in while staying in Greece. Moreover it is very important that the textbooks are especially written

and designed to be addressed to people of migrant background, which is reflected in the texts and exercises material (names/religious/cultural differences incorporated).

**Does the software or learning program offer a certificate or test (which, accredited?):**

The learning programme itself does not offer a certificate or test, but fulfilling the learning needs of the material as well as an extra learning programme of courses on Greek history and culture, both within the “Odysseas project”, gives the trainees the right to participate in exams for the certification of their competences in these fields. Getting this certification is an important prerequisite for migrants who want to apply for a long term residence visa.

**Authors (if applicable):**

Autors: Agathos Thanasis, Galantomos Ioannis, Intzidis Vaggelis, Karantzola Eleni, Roubis Nikolaos & Simopoulos Giorgos (2010)

Scientific Editor: Arvaniti Evgenia

**Copyright or IPR aspects (if applicable):** free licence

**Technical requirements:** online access, PC

**Other remarks:** none

**Name of software: The “Odysseas” online language tutor**

**Target language(s):**

Greek

**Source / URL:**

<https://odysseasproject.com/homepage>

**Description of learning material, structure, elements, functions:**

The Odysseas online language tutor is an interactive learning program designed to teach the Greek language and culture on the Internet using electronic learning principles and advanced user interface technology. The online programme was developed by the Hellenic Studies Program of the Simon Fraser University (Canada), with the support of SNF Centre for Hellenic Studies. The tutor is designed to emulate how an actual personal tutor would instruct a student. It provides several examples and no-risk quizzes so that students are familiar with the exam format ahead of time. After each exam the student receives customized feedback based on his/her performance. Odysseas also tracks the progress of students through several exams to ensure that they are making steady progress. The learning program is offered for free (also available in downloadable mobile application) and the tutoring language is English and Greek.

The course is a basic introduction to the Greek language for absolute beginners with no prior experience in studying it. The learner is introduced to basic grammatical structures and develops ability to interact in basic communicative events. Writing, speaking, and the cultural context of the language are also covered. The course uses the Odysseus Language Tutor Version 4.0. There is no textbook. Other than this course introduction, all the materials needed for learning the basics of Greek are online.

**Duration / length / number of units:**

The online course is comprised of 12 units. The learner should complete one unit each week by doing the following:

- Read and listen to all of the texts and dialogues.
- Go through the grammar.
- Work on the practice exercises.
- Study the cultural information.
- Answer the activities assignment questions.
- Complete all of the exercises in the Activities section before moving on to the next unit.

**Language level(s) covered (ERF):**

A1-Beginners Level

**Suitability for MRW:**

The online learning programme is suitable for MRW for different reasons. First of all it is designed in a modern and easy-to use way, offering various tools for learning, such as visual and listening support, giving the option to the learner to get customized feedback based on her performance. Furthermore, using Greece-related learning material (e.g. texts on Greek cuisine, the Islands of Greece, Athens' daily life or My neighbourhood) helps the learner except learning the language, to get familiar to Greece as a host country.

**Your own experience with this software or language learning tool: -**

**Does the software or learning program offer a certificate or test (which, accredited?):**

The program does not offer a certificate, but it provides different tests to track the learner's progress and competencies.

**Authors (if applicable): -**

**Copyright or IPR aspects (if applicable): -**

**Technical requirements: -**

**Other remarks:**

The Odysseas online tutor program will be more suitable for learners with a prior basic knowledge of English language.

Greek online language courses are also offered by other institutions, but require fee costs. One of them is the National and Kapodistrian University of Athens, that offers e-courses, through the following link: <https://elearninguoa.org/courses/greek-language>.

### 3.1.1.5 French

**Name of software:**

“Bonjour de France”

**Target language(s):**

French

**Source / URL:**

<http://www.bonjourdefrance.com/>

**Description of learning material, structure, elements, functions:**

The website for French learning that contains grammar theory, vocabulary, conjugation and exercises (both written and oral) that allow learners to start learning French, or to get some extra language practice independently in order to improve their level of French.

The website equally offers the teaching material, as for instance, texts (both for reading and listening), songs, and the materials for the preparation for internationally recognized French tests ( e.g. DELF).

**Duration / length / number of units:**

The website offers around 24 lessons to complete each level. Each lessons consists of the theory part where a rule/topic is explained in a detailed and comprehensive manner, and of the self-evaluation part, where the learner can do a series of exercises to consolidate the lesson material.

**Language level(s) covered (ERF):**

The website is adapted for learners of different level of French (starting from the beginner A1 level to C1 expert level).

**Suitability for MRW:**

The website can be useful for MRF since it allows to acquire the basic/intermediate/advanced level of French and covers a range of topics that allow basic communication. For instance, the set of lessons for beginner level include grammar basics on French verbs, nouns and adjectives, the structure of a sentence, counting, etc. Along with the grammar part, a range of vocabulary is used, to allow the learners adapt to different contexts.

**Does the software or learning program offer a certificate or test (which, accredited?):**

The website offers a general test to evaluate the level of French; and, as mentioned above, it also offers some materials to prepare for international test DELF (Diploma in French Language Studies).

**Authors (if applicable):** -

**Copyright or IPR aspects (if applicable):** none

**Technical requirements:** Online access, PC, laptop or tablet

**Other remarks:** none

**Name of software:** FrenchPod101

**Target language(s):** French

**Source / URL:** <https://www.frenchpod101.com/>

**Description of learning material, structure, elements, functions:**

The website offers a series of lessons for each level. The lessons provide visual and audio support, as well as grammar explanation. Each section for any level contains lessons in order of increasing difficulty, and includes, at the end of the lesson, the downloadable PDF transcripts and the list of vocabulary used. Moreover, it gives explanations for grammar and syntax structures used in the text, so that the learner could better understand the "logic" behind the structure of the French speech.

The lessons cover various topics ranging from grammar/syntax rules to texts or dialogues that give a vocabulary basis for everyday life situations in different contexts. Here are some examples of the topics covered in different lessons: *introducing oneself, family, culture, living in france, in the shop, taking medicine, social media, at the market, inviting someone, finding your way around, understanding a forecast...*

Moreover, apart from the dialogues and/or texts, the learners can consult the vocabulary list (and create their own vocabulary lists), use the website dictionary, and check the lists of the most common words in the French language.

The website equally offers the quizzes at the end of each lesson and at the end of the course, which gives an opportunity to test the knowledge.

The website also offers an opportunity to be followed by certified French teachers who suggests a personalized learning programme and provides guidance and assessment.

**Duration / length / number of units:**

The learners may advance at their own pace

**Language level(s) covered (ERF):**

The website covers all levels - from absolute beginner to intermediate or advanced French.

**Suitability for MRW:**

The source is suitable for MRW for several reasons. First, it was adopted for different levels, which means that anyone can use it, no matter the level of French. Moreover, it offers various tools for learning, such as visual and listening support, as well as gives an option to be supervised by a certified teacher.

**Does the software or learning program offer a certificate or test (which, accredited?):**

The learning programme does not offer a certificate, however, it prepares the learners to take one.

**Authors (if applicable): -**

**Copyright or IPR aspects (if applicable): -**

**Technical requirements:**

The website offers a free trial. The basic membership costs 4\$ per month, with Premium membership for 9\$ per month.

**Other remarks: none**

#### 3.1.1.5.1 Other web service for learning French

- The MOOC platform offers courses for different levels for those who have some understanding of French. Through a series of videos, the course offers vocabulary and grammar explanations in various contexts, that will help MRW adapt and better integrate in the French society. The course was developed in collaboration with the French ministry of the interior and Alliance Française.

<https://www.fun-mooc.fr/universities/direction-generale-des-etrangers-en-france/>

- “Parlons Français” offers various short vidéos and documentaries on various topics that help learners improve their understanding of French.

<http://parlons-francais.tv5monde.com/webdocumentaires-pour-apprendre-le-francais/p-1-lg0-Accueil.htm>

- The BBC website developed a basic programme for learning French that might be useful for both complete beginners and for those with intermediate level. It prepares learners for various situations by giving the necessary vocabulary and phrases.

<http://www.bbc.co.uk/languages/french/talk/>

### 3.1.1.6 Portuguese

**Name of software:** Ciber Escola

**Target language(s):** Portuguese

**Source / URL:** <http://www.ciberescola.com/?action=home>

**Description of learning material, structure, elements, functions:** CiberEscola da Língua Portuguesa is a platform of interactive resources and online courses for teaching Portuguese and is a unique project in the universe of editorial and institutional offer via the Web. Users (students and teachers) can access the platform for free, by means of a simple registration. Only one internet connection is required. The platform works in any browser, so you do not need to download additional software.

In Portuguese Language, seven levels of schooling are targeted, from the 5th to the 12th year. In Portuguese Non-maternal language levels A2 and B1 are considered. In one and the other aspect of Portuguese teaching, the areas dealt with are Reading, Listening, Grammar, Writing and Vocabulary.

The materials available are intended to be implemented autonomously by the student, as a supplementary study, and / or used in the classroom, in a collaborative working regime, supported by the use of interactive whiteboards or a computer with a projector, or in rooms of computers.

In addition to user-machine interactivity, which is targeted at interactive exercises, there is a possibility for the student to take classes by videoconference, with a teacher postgraduate in teaching Portuguese foreign language (see Ciber cursos da Língua Portuguesa) with open access to materials and products generated in each course.

**Duration / length / number of units:** flexible, depends on the user and activity chosen

**Language level(s) covered (ERF):** elementary user; independent user; proficient user

**Suitability for MRW:** Yes, read the description of the service

**Your own experience with this software or language learning tool:** it is recommended to students at Portuguese classes held in Renovar a Mouraria and teachers use it to get materials for classes.

**Does the software or learning program offer a certificate or test (which, accredited?):** yes, each exercise package is tested, together with a sample universe of students and teachers. It has certification by Instituto Politécnico de Leiria; Direção Geral de Educação e Ministério da Educação.

**Authors (if applicable):** All exercises are original, produced specifically by postgraduate professors and researchers in linguistics.

**Copyright or IPR aspects (if applicable):** © Ciberdúvidas Conteúdos Multimédia, Ltd. 2010

**Technical requirements:** access to internet

### 3.1.1.7 *Spanish and Catalan*

**Name of software: Duolingo**

Target language(s): Spanish / Catalan (and many others)

**Source / URL:**

<https://www.duolingo.com/>

**Description of learning material, structure, elements, functions:**

This software is used with mobile devices (digital tablets, smartphones) or computers. Short lessons, which incorporate small interactive and self-correcting exercises. The starting point is based on a level test. A gamified structure makes participation very stimulating. It connects with social networks, so it is easy to publicly show progress.

**Duration / length / number of units:**

25 levels, but the proposal is very flexible and variable.

**Language level(s) covered (ERF):**

Medium-advanced level, although there is no validation.

**Suitability for MRW:**

It is very appropriate, since it is on-line learning and mobile-learning. The participant enjoy a personalized experience, based on a challenge. The participant establish the dedication and the schedule she prefers.

**Your own experience with this software or language learning tool:**

It is entertaining and fun, although there is a lot of publicity.

**Does the software or learning program offer a certificate or test (which, accredited?):**

It offers a level test and some exercises, but they is not an official certification.

**Authors (if applicable):** Duolingo, Inc.

**Copyright or IPR aspects (if applicable):** Duolingo, Inc.

**Technical requirements:** PC / Tablet / Smartphone. Microfone and headphones.

**Other remarks:** Duolingo offers other languages as well but can be recommended for Spanish and Catalan

**Name of software:** Aprendiendo castellano

**Target language(s):** Spanish

**Source / URL:**

<http://blocs.xtec.cat/amigos/>

**Description of learning material, structure, elements, functions:**

It is a compendium of materials, resources, tutorials, videos, exercises and challenges, prepared by a Spanish teacher. She proposes interactive and very visual elements, as well as numerous references. Featured because it includes an Spanish-Arabic visual vocabulary.

**Duration / length / number of units:**

Training is structured in 7 levels that include online activities, pictograms, videos, interactive activities, powerpoints, articles. Etc.

**Language level(s) covered (ERF):**

Basic.

**Suitability for MRW:**

Very suitable for migrated women, since it present a very good gender perspective. It can also be segmented to adjust to the needs of family reconciliation. Some parts can be used as a complement to other training actions.

**Your own experience with this software or language learning tool:**

I have used it partially in training actions and it is very useful.

**Does the software or learning program offer a certificate or test (which, accredited?):**

**Authors (if applicable):** Rosa Malrás

**Copyright or IPR aspects (if applicable):** Rosa Malrás

**Technical requirements:** Computer and internet connexion.

**Other remarks:** none

**Name of software:** Parla.cat

**Target language(s):** Catalan

**Source / URL:** <http://www.parla.cat/>

**Description of learning material, structure, elements, functions:**

It is a virtual learning space that offers some didactic materials to learn the Catalan language. This is a course that can be done autonomously (the option tutored is for payment); the materials and sources are free access. It is complemented by playful elements, such as access to free books, videos, music, etc.

The website is available in Catalan, Spanish, French, English and German.

**Duration / length / number of units:**

The length for each of the levels is three months, equivalent to about 45 hours of dedication. It is organized into four levels of learning and each level is organized into three courses.

**Language level(s) covered (ERF):**

Basic, elemental, intermediate and proficiency

**Suitability for MRW:**

It is very appropriate, since it is done online, and the participant enjoy a good experience.

**Your own experience with this software or language learning tool:**

The experience is good, and although the software is designed for autonomous learning, it is recommended to contribute with a personalized accompaniment. Exercises to be done individually.

**Does the software or learning program offer a certificate or test (which, accredited?):**

It offers a level test, among other elements of evaluation, but has no official recognition.

**Authors (if applicable):**

Secretaria de Política Lingüística. Generalitat de Catalunya

**Copyright or IPR aspects (if applicable):**

[http://www.parla.cat/pres\\_catalaenlinia/AppPHP/login/continguts/credits.php](http://www.parla.cat/pres_catalaenlinia/AppPHP/login/continguts/credits.php)

**Technical requirements:**

The course is carried out through an online platform, therefore a computer with internet connection is required.

### 3.1.1.8 Swedish

#### Name of software: Start learning Swedish

Target language(s): Swedish

Source / URL: <https://www.informationsverige.se/Engelska/lara-svenska/Pages/Borja-lara-dig-svenska.aspx>

Description of learning material, structure, elements, functions:

Here you will find apps, films and websites that you can use to start learning Swedish. Duration / length / number of units: Depends on how you use it

Language level(s) covered (ERF): beginner, medium and advanced.

Suitability for MRW: Yes

<https://www.informationsverige.se/Engelska/lara-svenska/Pages/Lara-svenska.aspx>

Learn Swedish at your own pace! Here you can find lots of different learning aids and tools where you can practise Swedish either on your own or with others.



#### Film about Sweden



Does the software or learning program offer a certificate or test (which, accredited?): NO

Authors (if applicable): NA but provided by County Administrative Boards of Sweden

Copyright or IPR aspects (if applicable): free to use

## 3.2 Vocabulary related to social and cultural life

### 3.2.1.1 English / Irish

#### **Third Age, Failte Isteach**

Name of software or vocabulary list, template etc.:

Third Age, Failte Isteach - Beginners and Advanced book

Target language(s) / Language pairs: English as a Second Language

Source / URL: - <http://www.thirdageireland.ie/failte-isteach>

Description of learning material, structure, elements, functions:

2 books were designed to help facilitate volunteers in teaching English as a second language in the community.

Duration / length / number of units / how to use the list:

a session would be 45 min

Vocabulary (fields of activity such as shopping, school, doctor, housing etc.) covered by vocabulary list:

Modules start from introducing yourself to others, shopping, health and wellbeing, school, food to gender equality and more.

Language level(s) covered (ERF):

Beginners and Advanced book

Suitability for MRW: yes

Your own experience with this software or vocabulary learning tool:

We don't use the book in our Language and Communication classes. Volunteers in the community centres use the book.

Authors (if applicable): Third Age

Copyright or IPR aspects (if applicable): Third Age

Technical requirements: - no -

Other remarks:

Picturised with games (cross words), questions to fill out and tests, looks appealing

Website is offering information about local groups

**Name of software: Essential Grammar In Use**

Name of software or vocabulary list, template etc.: Book

Essential Grammar In Use - A self-study reference and practice book for elementary students of English

Target language(s) / Language pairs: English as a Second Language

Source / URL: -none-

Description of learning material, structure, elements, functions:

This is a grammatical approach to language acquisition.

Two-page units in an easy to use format, with clear explanations of grammar points on each left-hand page and exercises to check understanding on the right. As a study guide the books helps learners to identify the most useful language areas to study. CD rom is included to check answers

Duration / length / number of units / how to use the list:-

Vocabulary (fields of activity such as shopping, school, doctor, housing etc.) covered by vocabulary list:

everyday situations, routine vocabulary with exercises

Language level(s) covered (ERF): Elementary – pre-intermediate

Suitability for MRW: yes

Your own experience with this software or vocabulary learning tool: we used it as a guide throughout the course

Authors (if applicable): Raymond Murphy

Copyright or IPR aspects (if applicable): Cambridge English – Cambridge University Press

Technical requirements: also available as APP - **Elementary grammar activities for learners of English**

Other remarks:

## **Oxford Picture Dictionary**

Name of software or vocabulary list, template etc.: Book

Oxford Picture Dictionary - monolingual or bilingual

Target language(s) / Language pairs: English as a Second Language

Source / URL: -none-

Description of learning material, structure, elements, functions:

Monolingual: A fully integrated vocabulary development program in English, progressing from essential words to the more complex, delivered in short thematic units. Realistic scenarios and modern artwork are easy to relate to and these, together with story pages and practice exercises,

Bilingual: 13 bilingual editions with complete second language indexes , practice activities enable students to immediately use the target vocabulary, sub-topics organise words into logical groupings, making the new edition easier to navigate through, intro pages, story pages, and more verbs and phrases sections help learners improve their vocabulary as well as reading.

CD-Rom available

Duration / length / number of units / how to use the list: 320 pages

Vocabulary (fields of activity such as shopping, school, doctor, housing etc.) covered by vocabulary list:

everyday situations, routine vocabulary with exercises

Language level(s) covered (ERF): Elementary – pre-intermediate

Suitability for MRW: yes

Your own experience with this software or vocabulary learning tool:  
learners used it at home and in class

Authors (if applicable): Jayme Adelson-Goldstein, Norma Shapiro

Copyright or IPR aspects (if applicable): Oxford University Press

Technical requirements: also available as App

Other remarks: Teaching handbook and lesson plan available for teachers of English as a second language class

### 3.2.1.2 German

**Name of software:** <https://www.dw.com/de/deutsch-lernen/s-2055>

Target language(s): German

Source / URL: <https://www.dw.com/de/deutsch-lernen/s-2055>

Description of learning material, structure, elements, functions:

Online and offline mode, comprehensive vocabulary lists on cultural and social life in Germany based on everyday situations of life, grammar exercises, learning in communities online, grammar units, conversations, app based for smartphones.

Duration / length / number of units: 100 units

Language level(s) covered (ERF): A1 to B1

Suitability for MRW:

Suitable for MRW open to self-guided online learning in virtual communities; chance to meet other people online, also from country of origin. Good vocabulary lists and good conversation exercises for daily life.

Your own experience with this software or language learning tool:

Vocabulary lists, thematic online learning sessions and free-of-charge learning materials can accompany in-class learning and are suitable tools for volunteers from host society who help MRW to learn German.

Does the software or learning program offer a certificate or test (which, accredited?):

Tests are offered and are accredited by EU higher learning institutions.

Authors (if applicable): Deutsche Welle

Copyright or IPR aspects (if applicable): Deutsche Welle Köln

Technical requirements: Smartphone

Other remarks: none

### 3.2.1.3 Greek

**Name of software or vocabulary list, template etc.:**

«Learning Greek” - Digital dictionary in 5 languages

**Target language(s) / Language pairs:**

Greek-Albanian, Greek-Arabic, Greek-Georgian, Greek-Urdu-Punjabi, Greek-Russian

**Source / URL:**

[http://www.metadrasi.org/lexiko/select\\_language.htm](http://www.metadrasi.org/lexiko/select_language.htm)

**Description of learning material, structure, elements, functions:**

The digital dictionary contains approximately 6100 entries of words, giving the user the opportunity to search words in the 5 language pairs with reverse translation. The user can see each word written but also hear it pronounced aloud. Each entry also contains theory grammar tables as well as useful sentence examples to allow the learner to understand how each word found in the dictionary is used in the Greek language. The material aiming to facilitate everyday linguistic communication, contains a separate section with dialogues and representation of scenes covering a wide range of activities, with animated illustrations, exercises, relevant vocabulary and self-assessment tests.

**Duration / length / number of units / how to use the list:**

The digital tool is structured in three sections:

- a) In the first section, called “Dictionary”, the user can enter a word in one of the 5 languages offered and search for its translation in Greek (or in reverse mode). Furthermore, the learner will find under each word translated examples of how this word is used in the Greek language and learn about the word’s grammatical use and change through relevant incorporated tables.
- b) The second section, titled “Grammar”, contains some basic theory on the use of nouns, adjectives and verbs in the Greek language, offering also grammar tables, examples of use, as well as self-assessment exercises.
- c) The third section, called “Dialogues”, contains 18 animated dialogues on everyday situations. As the learner watches the animated video, he/she can listen to the dialogue taking place, as well as see it written in a subtitled form and in both languages (Greek and in one of the five languages selected). In each dialogue there are also links to relevant vocabulary as well as comprehension exercises.

**Vocabulary (fields of activity such as shopping, school, doctor, housing etc.) covered by vocabulary list:**

The dictionary section covers a wide range of topics. Some examples of the topics and everyday situations especially covered by the dialogues section are: travel, transportation, shopping, housing, work, education, health and public services.

**Language level(s) covered (ERF):**

The “Learn Greek” dictionary is a useful learning tool for those who have just started learning Greek, and also for those who have basic Greek language skills that require support to improve their vocabulary.

**Suitability for MRW:**

The source is suitable for MRW since it has a large spectrum of topics covered, it gives a good vocabulary basis for different contexts of everyday life, can be easily accessible and easily used in everyday life and with minimum computer knowledge. Moreover, the dictionary can be useful both to a person with minimum or zero knowledge of the Greek language as well as to one who requires support in certain circumstances.

**Your own experience with this software or vocabulary learning tool: -**

**Authors (if applicable):**

NGO METAdrasi, with the contribution of the philologists George Simopoulos and Evaggelia Panteloglou

**Copyright or IPR aspects (if applicable): free licence**

**Technical requirements:-**

**Other remarks: none**

### 3.2.1.4 French

**Name of software or vocabulary list, template etc.:**

Language Guide

**Target language(s) / Language pairs:**

French

**Source / URL:**

<http://www.languageguide.org/french/vocabulary/>

**Description of learning material, structure, elements, functions:**

The website offers the vocabulary lists for different categories. Each vocabulary list contains visual and audio guide, so that the learner could touch/place the cursor over an object/word/phrase to hear it pronounced aloud. , which facilitates the memorisation of the words. Each section offers listening and speaking challenge which allow learners to evaluate how well they learned the new words.

**Duration / length / number of units / how to use the list:**

The website offers over 100 vocabulary lists, on various topics.

**Vocabulary (fields of activity such as shopping, school, doctor, housing etc.) covered by vocabulary list:**

Some examples of the topics covered are following: *numbers, colours, jobs, communication, the house, human body, tools, electronics, religion, transport, etc.*

**Language level(s) covered (ERF):**

The vocabulary lists can be useful for the learners of all levels, from A1 to C2.

**Suitability for MRW:**

The source is suitable for MRW since it has a large spectrum of topics covered in the in each section and gives a good vocabulary basis for different contexts of everyday life.

**Your own experience with this software or vocabulary learning tool: -**

**Authors (if applicable): -**

**Copyright or IPR aspects (if applicable): -**

**Technical requirements: -**

**Other remarks: -**

### 3.2.1.5 Portugal

#### **Recursos Didácticos Instituto Camões**

**Target language(s) / Language pairs:** Portuguese

**Source / URL:**

<http://www.instituto-camoes.pt/activity/centro-virtual/recursos-didaticos/fichas-praticas#menu>

**Description of learning material, structure, elements, functions:**

Files with suggestion of different dynamics to do in classroom with groups of students in order to explore real live experiences and specific vocabulary.

**Duration / length / number of units / how to use the list:**

The duration of each dynamic depend on the dynamic. To use this gallery of pedagogical resources, the teacher or trainer has to read it and replicate it on the classroom

**Vocabulary (fields of activity such as shopping, school, doctor, housing etc.) covered by vocabulary list:**

Social live situation such as dinner with friends or how to look for a job; holidays; TV; music; among others

**Language level(s) covered (ERF):** elementary user; independent user; proficient user

**Suitability for MRW:** yes

**Your own experience with this software or vocabulary learning tool:** some of these dynamics have been used in Portuguese classes held in Renovar a Mouraria

**Authors (if applicable):** Instituto Camões

**Copyright or IPR aspects (if applicable):**

**Technical requirements:** computer and access to internet

**Other remarks:**

**Name of software: Praticte Portuguesen Podcast**

**Target language(s) / Language pairs:** Portuguese (European) / Portuguese - english

**Source / URL:** <https://www.practiceportuguese.com/>

**Description of learning material, structure, elements, functions:**

Praticte Portuguese is an online platform to learn Portuguese from Portugal. The complete learning offer is not free, but the podcast gallery is free and very useful to practice daily live scenes and practice situations. It works on computer, is not an app.

**Duration / length / number of units / how to use the list:**

Several podcast about portuguese culture, news, family scenes, daily live situations...

**Vocabulary (fields of activity such as shopping, school, doctor, housing etc.) covered by vocabulary list:**

Social live situation such as dinner with friends or how to look for a job; holidays; TV; music; news, etc...

**Language level(s) covered (ERF):** basic

**Suitability for MRW:** yes, is easy and funny to use

**Your own experience with this software or vocabulary learning tool:** is easy to use and the situations are recent and updated every mounth. Where the reviews:

<https://www.practiceportuguese.com/reviews/>

**Authors (if applicable):** Rui Coimbra (*Co-Founder / Podcast Host & Producer / Content Director*); Joel Rendall (*Co-Founder / Creative & Technical Director / Micro-manager!*)

**Copyright or IPR aspects (if applicable):** Copyright © 2018 Practice Portuguese, LDA

**Technical requirements:** computer and access to internet

**Other remark:** none

**Name of software: Portuguese XXI - online books**

**Target language(s) / Language pairs:** Portuguese

**Source / URL:** [https://issuu.com/lidel/docs/portugues\\_xxi\\_livro\\_do\\_aluno](https://issuu.com/lidel/docs/portugues_xxi_livro_do_aluno) e

[https://issuu.com/lidel/docs/portugues\\_xxi\\_2\\_caderno\\_exercicios](https://issuu.com/lidel/docs/portugues_xxi_2_caderno_exercicios)

**Description of learning material, structure, elements, functions:** Two books that constitute a portuguese course for adults. They have several exercises based on practical day-to-day situations and are intended for those who enjoy learning actively and participatory

**Duration / length / number of units / how to use the list:** two volumes with 24 pages each

**Vocabulary (fields of activity such as shopping, school, doctor, housing etc.) covered by vocabulary list:**

Real live and day-to-day situations

**Language level(s) covered (ERF):** basic

**Suitability for MRW:** yes, is a very dynamic way to learn, and all the exercises are prepared to be done autonomously by the students

**Your own experience with this software or vocabulary learning tool:** students at Renovar a Mouraria portuguese courses have adapted very well to this type of exercises

**Authors (if applicable):** Ana Tavares

**Copyright or IPR aspects (if applicable):** Lidel Editora

**Technical requirements:** computer and access to internet

### 3.2.1.6 Spanish

**Name of software: Goethe Verlag book2**

**Target language(s) / Language pairs:**

There are a lot of available languages and you can make different combination, that makes it really interesting.

Catalan and Spanish, and some other european and non-european languages.

**Source / URL:** <https://www.goethe-verlag.com/>

**Description of learning material, structure, elements, functions:**

It is a very interesting material that can be used as a complement. It incorporates:

Phrase book

Vocabulary

Download bilingual audios

Download monolingual

And it takes into consideration different languages (for example, Arabic to Catalan / Spanish or Persian to Catalan or Spanish)

**Duration / length / number of units / how to use the list:**

Undetermined

**Vocabulary (fields of activity such as shopping, school, doctor, housing etc.) covered by vocabulary list:**

It covers 360<sup>0</sup>

**Language level(s) covered (ERF):**

Basic and intermediate

**Suitability for MRW:**

It is not specific, but it is fine from the gender perspective.

**Your own experience with this software or vocabulary learning tool:**

Used as a complementary tool.

**Authors (if applicable):**

Goethe Verlag (not to be confused with Goethe Institut)

**Copyright or IPR aspects (if applicable):**

Copyright © Goethe Verlag GmbH Starnberg 1997-2013

All rights reserved

**Technical requirements:**

Computer / mobile device.

**Other remarks:** none

**Name of software: Aprendiendo un idioma para trabajar**

**Target language(s) / Language pairs:** Spanish

**Source / URL:**

[http://www.cruzroja.es/portal/page?\\_pageid=33,80171&\\_dad=portal30&\\_schema=PORTAL30](http://www.cruzroja.es/portal/page?_pageid=33,80171&_dad=portal30&_schema=PORTAL30)

**Description of learning material, structure, elements, functions:**

“Aprendiendo un idioma para trabajar” is a basic language teaching material adapted to the labour context for immigrants in Spain. This material have two elements: a manual for the student and a didactic guide for the trainer. Some part are really visuals.

**Duration / length / number of units / how to use the list:**

40 hours

**Vocabulary (fields of activity such as shopping, school, doctor, housing etc.) covered by vocabulary list:**

Labour market

**Language level(s) covered (ERF):**

Spanish

**Suitability for MRW:**

Suitable for MRW with basic knowledge of Spanish.

**Your own experience with this software or vocabulary learning tool:**

I have used it as a complementary source. Exercices are very good.

**Authors (if applicable):**

Cruz Roja

**Copyright or IPR aspects (if applicable):**

This material has been co-financed by the European Social Fund, and Pelayo Mutua de Seguros and is part of the Multiregional Operational Program "Fight against discrimination" for immigrants managed by the Red Cross.

**Technical requirements:**

It's a PDF file that can be printed

**Other remarks:** none

**Name of software:** Manual de Español para Inmigrantes

**Target language(s) / Language pairs:** Spanish

**Source / URL:** <http://www.fundacionmontemadrid.es/area/manual-de-espanol-para-inmigrantes/>

**Description of learning material, structure, elements, functions:**

This material combines orality and literacy, and it considers orality as the previous and indispensable step for the subsequent teaching of reading and writing. For this reason, this manual is divided into two clearly differentiated parts: writing, on one hand, and speaking, on the other.

**Duration / length / number of units / how to use the list:**

It establish 3 levels.

**Vocabulary (fields of activity such as shopping, school, doctor, housing etc.) covered by vocabulary list:**

Daily-live, labour market.

**Language level(s) covered (ERF):**

Spanish

**Suitability for MRW:**

Non specific but it works.

**Your own experience with this software or vocabulary learning tool:**

Used as a complementary tool.

**Authors (if applicable):**

Fundación Montemadrid

**Copyright or IPR aspects (if applicable):**

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**Technical requirements:**

Mp3 - computer

**Other remarks:** none

### 3.2.1.7 Sweden

Name of software: **FunEasyLearn**

Target language(s): Swedish words

Source / URL: <http://www.funeasylearn.com>

Description of learning material, structure, elements, functions:

Language app

#### **Features**

##### *Learn:*

- 6000 words with images to illustrate words, phonetic transcriptions and recordings by native speakers.
- Vocabulary covers 15 thematic topics divided into 140 subtopics.
- The entire vocabulary has been translated into 59 languages

##### *Fun:*

- Choose from 7 fun games to learn in a unique, entertaining way.
- The built-in "Spin Categories" feature allows you to choose a topic, subtopic and game completely random, all to enhance your experience.
- "Repeat Words" allows you to repeat all the words you learned during each game.

##### *Easy:*

- No internet required to use the app.
- Difficulty levels: beginner, medium and advanced.

Duration / length / number of units:

Language level(s) covered (ERF): beginner, medium and advanced.

Suitability for MRW: Yes

Your own experience with this software or language learning tool:

Does the software or learning program offer a certificate or test (which, accredited?):

Authors (if applicable):

Copyright or IPR aspects: Copyright © 2017 FunEasyLearn.com, free to use

Technical requirements: Requires Android 2.3.3 and later versions, iOS

Other remarks: Easy to use. Learn more than 6000 words through illustrations, recorded pronunciation of words and indigenous translations in 59 languages.

**Name of software: Live binder – Europeiska Projekt Kristianstad**

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Target language(s): Swedish

Source / URL: <http://www.livebinders.com/play/play?present=true&id=2107989>

Description of learning material, structure, elements, functions:

Vocabularies, Flashcards, Games, Videos, IT knowledge in a simple way, links too many different topics, links to free education learning

Duration / length / number of units: Depends on how you use it

Language level(s) covered (ERF): beginner, medium and advanced.

Suitability for MRW: Yes

Your own experience with this software or language learning tool: The site is very useful, you can find a lot of material in different categories at different learning levels. When new material is created or/and new free material found it is easy to update the livebinder.

Very good information about different cultures.

Does the software or learning program offer a certificate or test (which, accredited?): NO

Authors (if applicable): Learnmera, Folkuniversitetet Kristianstad European Project

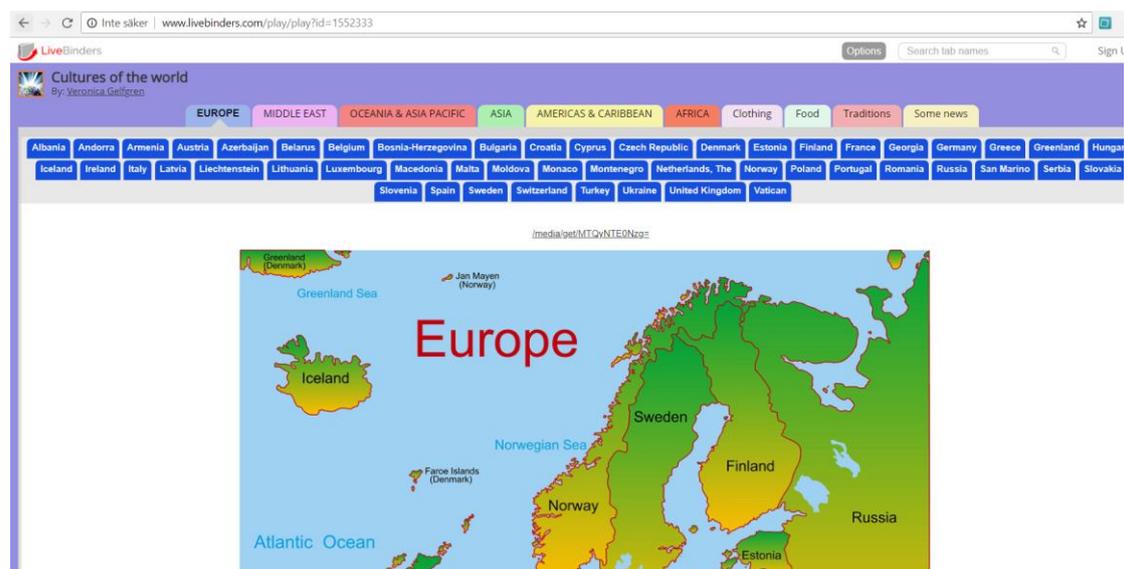
Copyright or IPR aspects (if applicable): free to use

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## 3.3 History of host country

### 3.3.1.1 Europe in general – European Union

#### Name of software: Live binder – information about countries culture



Target language(s): English

Source / URL: <http://www.livebinders.com/play/play?id=1552333>

Description of learning material, structure, elements, functions:

Live binder – information about countries culture

Duration / length / number of units: Depends on how you use it

Language level(s) covered (ERF): beginner, medium and advanced.

Suitability for MRW: Yes for discussion and information

Your own experience with this software or language learning tool:

Very good information about different cultures

Does the software or learning program offer a certificate or test (which, accredited?): NO

Authors (if applicable): Learnmera

Copyright or IPR aspects (if applicable): free to use

### 3.3.1.2 *Germany*

**Name of book, text, online format etc: Ankommen in Deutschland**

Languages in which the document is available: German, English

Source / URL: <http://ankommenapp.de/APP/EN/Startseite>

Description of learning material, structure, elements, functions:

**A guide for your first weeks in Germany**

Understanding how Germany works is the basis for getting on well together. Everyone has the same obligations and has to obey German laws. But everyone has the same rights too. In this app you get to know the rules of this country and learn what you have to pay attention to. Try it! And start right now...

The app gives a brief and easy to understand overview on German history from its early beginnings, the Middle Ages, 19<sup>th</sup> and 20<sup>th</sup> century history, re-unification and today's Germany.

Basic information on health, food, school, social life, cities and town, a bit of history, children, housing, advice, living together, religion, sport, etc.

Duration / length / number of units / how to use the list: upon individual use

Interactive document: none

Content covered in the material on cultural life: daily life in Germany, culture, social affairs

Suitability for MRW: Easy to use introduction to life in Germany

Your own experience with this learning tool:

Authors (if applicable): ARD, Bundeszentrale für Politische Bildung, Deutsche Welle

Copyright or IPR aspects (if applicable): free licence

Technical requirements: streaming service, PC, laptop, smartphone, tablet

Other remarks: none

### 3.3.1.3 Greece

**Name of book, text, online format etc.: “Elements of Greek History and Culture”**

**Languages in which the document is available:**

Greek

**Source / URL:**

<http://www.gsae.edu.gr/el/ekpaideftiko-yliko/805-elliniki-istoria>

Designed and materialized by the General Secretariat for Lifelong Learning, executive authority for Lifelong Learning in Greece, and the Ministry of Culture (ISBN: 978-960-7335-48-7)

**Description of learning material, structure, elements, functions:**

The book is structured in five units, following a compiled chronological review of Greece’s past and present, from pre-historic times up to the 20<sup>th</sup> century. It is very important that in the last unit of the book, referring to the Modern Greek History in 20<sup>th</sup> century, a special section entitled “Migrants and Refugees” addressed the history of Greece as an emigration country but also to the experience of the last decades as an immigration country, providing a short overview, statistics, and respective narratives of Greek migrants in other countries and immigrants living in Greece.

**Duration / length / number of units / how to use the list:**

The complete book is 192 pages, comprising of short texts as well as lots of photos. Each unit or subunit can also be read and studied independently.

**Interactive document (i.e. visual story of Germany as slide show etc.): -**

**Suitability for MRW:**

The book is suitable for MRW since it is written in a simple, comprehensive and modern language, using modern sources and visual material.

**Your own experience with this learning tool: -**

**Authors (if applicable):**

Authors: Katerina Tzamali & Ioulia Skounaki  
Scientific Editor: Vassilis Bokolas

**Copyright or IPR aspects (if applicable):-**

**Technical requirements:-**

**Other remarks: none**

**Name of book, text, online format etc.:**

Book with summary info on Greek history, geography and culture. *"Greece, the second home country."*

**Languages in which the document is available:**

Greek

**Source / URL:**

The book is offered both in online and in printed format and it is distributed free of charge. [http://www.ypes.gr/el/EidGramIthageneias/diefthinsi\\_ithageneiasNEW/bib-syn-plhroforivn/](http://www.ypes.gr/el/EidGramIthageneias/diefthinsi_ithageneiasNEW/bib-syn-plhroforivn/).

**Description of learning material, structure, elements, functions:**

The book was published in 2001 by the Greek Ministry of Interior and it is addressed to migrants and people of non Greek citizenship who will apply and sit in exams for the acquisition of Greek citizenship. It contains compiled information on the Greek history, culture, geography, system of government of Greece etc.

The second chapter of the book, titled "Short history", contains a chronological overview of Greece's history from the ancient times up to the mid 20<sup>th</sup> century, covering the main events and characteristics of each period. This overview is not in any way complete or exhaustive, but aims to introduce the learner to some of the important periods and dates that lie at the basis of the Greek history, as it is taught in the Greek educational system and perceived by the majority of Greek people. The book is written in a rather old fashioned way, comprised only of text accompanied by some photos and in some cases short chronological tables.

The chapter is structured in six subchapters representing six different periods: 1. Ancient times-Hellenistic period – Roman Period (3000 BC-330AC), 2. Byzantine times (330-1453), 3. Ottoman times – War of Independence (1453-1830), 4. Greek state during the 19<sup>th</sup> century, 5. The Balkan Wars. Greece in the WW1 and the Interwar period (1911-1940), 6. Greece in the WW2 – Greek Resistance.

**Duration / length / number of units / how to use the list:**

The complete book is 86 books, of which the chapter on Greek history covers 13 pages.

**Interactive document (i.e. visual story of Germany as slide show etc.): -**

**Suitability for MRW:**

In lack of any other relevant material on Greek history addressed to migrants and non Greek people, the book serves as a good and concise introduction to the most important events in the Greek history for someone with no previous knowledge on the topic. It can also be well combined with the other chapters of the book covering topics such as Greece's geography, cultural life, polity and main institutions as well as its role in the contemporary world.

**Authors (if applicable): -**

**Copyright or IPR aspects (if applicable):-**

**Technical requirements:** none

**Other remarks:** none

**Name of book, text, online format etc.:**

An educational software about the History of Greece covering all the significant parts from prehistoric era until present days. *"Hellenic History on the Internet"*

**Languages in which the document is available:**

Greek, English

**Source / URL:**

The software is available for free in its entirety at the webpage of the Foundation of the Hellenic World (FHW): <http://www.fhw.gr/chronos/en/index.html#>

**Description of learning material, structure, elements, functions:**

The software was approved in 2001 by the Pedagogic Institute as appropriate tool for scientific and pedagogic purposes. It is addressed to anyone, mostly on students, who wants to learn critical parts of the Greek History from several aspects such as politics, military, history, literature, culture, private life, society, economy etc.

More specifically, it is presented as a timeline separated in 5 main eras, where each one is divided in critical periods. The user selects the period of his/her interest and learn more on it. There is also a site map that guides the user through the software and the specific period of his/her choice. The structure of the timeline is given below:

- a) Prehistory, where the user can retrieve information about:
  - the Stone age (350.000 -3200 BC) - Paleolithic, Mesolithic and Neolithic period
  - The Bronze age (3200- 1050 BC)- Minoan Crete, Greek Mainland, Aegean Islands
- b) Antiquity (1125 BC -324 AC) – Geometric Period, Archaic Period, Classical Period, Hellenistic Period, Roman Period
- c) Byzantium (324 AC- 1453 AC) – Early-/ Middle- / Late Byzantine Period
- d) Ottoman Period (1453 AC- 1830 AC)
- e) Modern (1821 AC- 2000 AC) – The formation of the Hellenic State, The Expansion of the Hellenic State, Greece, Contemporary Greece

It is noteworthy that the software covers fully the Greek history contains analytical information and provides an overview to the user about certain elements of the specific period and era. So apart from the texts, there are also photos and drawings, maps, terminology, links for further information, references. The language that is used is simple and comprehensive while the interface of the software catches the eye and is easy for the user.

**Duration / length / number of units / how to use the list:**

The educational software consists of 5 main eras where each one is further divided in critical periods of the Greek History.

**Interactive document (i.e. visual story of Germany as slide show etc.):** The reader can choose the era and the period of his/her choice and acquire knowledge that concern different aspects of it: arts and culture, economy, politics, society, currency, geography, artefacts developed /used, strategy. There are also elements, maps and graphics that reveal how life was organized and key persons that signified the way of thinking of that era, critical battles that took place and determined the course of history and how they defined Greece as it is today etc.

**Suitability for MRW:**

Greek history is presented in an interesting way. The texts are written in simple language, since the software initially addressed to students. Apart from that, the text are enriched with photos, graphs, maps, images and links that gain the interest of the user and intriguing him/her to seek further information on the subject. Noteworthy is that it is certified as a tool by the Pedagogic Institute for educational purposes. It could also be provided as supplementary material for self-study at home.

**Your own experience with this learning tool: -**

**Authors (if applicable): -**

**Copyright or IPR aspects (if applicable):-**

**Technical requirements:** In order to be able to see this site, the user needs a Java-enabled browser with a flash plug-in installed, such as:

- Netscape Navigator 4.0, or any newer version
- Internet Explorer 4.0, or any newer version

Additionally, screen resolution of 800x600 pixels and a font size of either 10 or 12 pixels are recommended.

**Other remarks:** none

### 3.3.1.4 France

**Name of book, text, online format etc.:**

“Chronologie de l'histoire de France : des origines à nos jours ” (eng: The chronology of the French history: from the origins to our days)

**Languages in which the document is available:**

French

**Source / URL:**

“Chronologie de l'histoire de France : des origines à nos jours ”, Becherelle ; Hatier 2016 Paris; ISBN 978221899854-6

**Description of learning material, structure, elements, functions:**

In this book, the French history is represented in a chronologically organised chapters, each chapter offering an introduction to different important periods that lie at the basis of French history. Hence, in each chapter we find a brief introduction to the topic, the main historical figures as well as the most important dates.

The strength of this book lies in its global view of the French history that was developed by some of the well-known French historians, and can thus serve as a good basis for someone who wants to go further in exploring this topic, by, for instance, looking at the resources that describe more specifically each historical period separately and more in-depth.

To give an overview of the contents: the different periods are discussed, starting from the celts, going from 800 BC to the Roman conquest in 58 BC, then the Gallo-Roman period until the barbarian invasions in the Vth Century. The second period that is covered, is focused on the Middle Ages, and goes from Vth century to XVth century, and narrates about the French kings of the Franks, from the first French King Clovis, till Louis XVI, and meanwhile tells about the Battle of Tours, Charlemagne Empereur, the Crusades, the courtly love of the XIIth century, among other big events and figures of this period.

There then follow the Modern Times, starting from the Renaissance to the Enlightenment, and lead slowly to the period of the French Revolution and the Napoleonic period.

The last period covers the war of 1870, the Belle Epoque, and, finally, our contemporary society, starting from the World War I, until nowadays.

Another interesting aspect that need to be mentioned about this books is that not only does the work cover the historical details, but it also includes the issues related to the French society, as for instance, religious wars, the French Revolution, the demonstrations of 1848, all along offering the visual support like engravings, images, paintings and photos, which makes the reading and learning more enriching and pleasant.

**Duration / length / number of units / how to use the list:**

The book is 397 pages, with additional 30 pages of detailed chronology of the French history.

**Interactive document (i.e. visual story of Germany as slideshow etc.):**

The numerous images, paintings and photos and pictures make the book more interactive.

**Suitability for MRW:**

The book offers a concise and comprehensive representation of French history, which is visual and interesting to explore for someone who didn't yet have a chance to learn much about the French history.

**Your own experience with this learning tool: -**

**Authors (if applicable):**

Guillaume Bourel (*agrégation* in history<sup>23</sup>), Marielle Chevallier (*agrégation* in history), Axelle Guillausseau (*agrégation* in history), Guillaume Joubert (certified in history and geography)

**Copyright or IPR aspects (if applicable): -**

**Technical requirements: -**

**Other remarks:** The cost of the printed manual is 15,50 euros

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<sup>23</sup> In France, the *agrégation* is a competitive examination for civil service in the French public education system.

### 3.3.1.5 Ireland

#### **A History of Ireland**

Name of book, text, online format etc.:

'A History of Ireland' – for learners of English'

Languages in which the document is available: English

Source / URL: n.a.

Description of learning material, structure, elements, functions:

This is a book in easy English with facts about Irish history and tasks e.g. to complement text or to choose correct information, a lot of pictures are also included

Duration / length / number of units / how to use the list:

The book is divided in chapters and starts with the stone age – so you can choose the historical timeframe you want to read about

Interactive document (i.e. visual story of Germany as slide show etc.): - no-

Suitability for MRW:

for intermediate – advanced readers, document that you could always use when interested in Irish history

Your own experience with this learning tool: - none-

Authors (if applicable): Tony Penston

Copyright or IPR aspects (if applicable): ISB 978-0-95313-232-4

Technical requirements: -none-

Other remarks:

### **3.3.1.6 Portugal**

#### **History of Portugal in 7 minutes**

**Languages in which the document is available:** English

**Source / URL:** <https://www.youtube.com/watch?v=mQoAE1emWDE>

**Description of learning material, structure, elements, functions:** video

**Duration / length / number of units / how to use the list:** 7 minutes

Interactive document (i.e. visual story of Germany as slide show etc.):

Suitability for MRW: yes, been in English allow a large group of immigrants and refugees

Authors (if applicable): <https://www.wandertooth.com>

Copyright or IPR aspects (if applicable):

Technical requirements: computer, internet access, video projector

Other remarks: none

## **What you Need to know About Portugal**

**Languages in which the document is available:** English

**Source / URL:** <https://www.youtube.com/watch?v=hKcApdzxj1c>

**Description of learning material, structure, elements, functions:** video

**Duration / length / number of units / how to use the list:** 6:43 minutes

Interactive document (i.e. visual story of Germany as slide show etc.): video

Suitability for MRW: yes, been in English allow a large group of immigrants and refugees

Your own experience with this learning tool: it allows to introduce other information's and curiosities an made some updates along the video. It is also good to discover other things about Portugal or information's and curiosities about the home country of the students.

Authors (if applicable): n.a.

Copyright or IPR aspects (if applicable): n.a.

**Technical requirements:** computer, internet access, video projector

### 3.3.1.7 Spain

- Web of the Spanish government, referring to migrants and foreigners:

<http://www.elmundo.es/internacional/2018/06/11/5b1e9c1846163ff44f8b45de.html>

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### 3.3.1.8 Sweden

#### **Swedish history – from the Ice Age to the present day**

The Swedish history – a short summary

Source: Information about Sweden (Information om Sverige)

<https://www.informationsverige.se/Engelska/Pages/Start.aspx>

This site contains information about the Swedish society and is run by the County Administrative Boards of Sweden

Available in: Swedish, English, Arabic, Dari, French, Somali, Russian, Persian, Tigrinya, Spanish

<https://www.informationsverige.se/Engelska/Samhalle/Samhallsorientering/Pages/Sveriges-historia---fr%C3%A5n-istid-till-modern-tid.aspx>

<https://www.informationsverige.se/Svenska/Samhalle/Samhallsorientering/Sidor/Sveriges-historia---fr%C3%A5n-istid-till-modern-tid.aspx>

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#### **The Immigrant Institute**

The Immigrant institute is a non-governmental organization whose aim is to be a documentation centre on immigrants, refugees and racism, with an archive, and a library.

[www.immi.se](http://www.immi.se)

**Sweden a pocket guide** – Facts, figures and advice for new residents

Free to download.

Available in: Swedish, Easy Swedish, English, Arabic, French, Russia, Serb/Bosnian/Croatian

<http://www.immi.se/sverige/sverigeguide>

[http://www.immi.se/sverigeguiden/sverigepocket\\_engelska.pdf](http://www.immi.se/sverigeguiden/sverigepocket_engelska.pdf)

[http://www.immi.se/sverigeguiden/sverigepocket\\_lattsvenska.pdf](http://www.immi.se/sverigeguiden/sverigepocket_lattsvenska.pdf)

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Name of software or vocabulary list, template etc.: **Information about Sweden**

This portal is for anyone who is new to Sweden and wants to find information about Swedish society quickly and easily. It brings all the information, in several different languages, together in one place.

This site contains information about the Swedish society and is run by the County Administrative Boards of Sweden

Source / URL: <https://www.informationsverige.se/Engelska/Pages/Start.aspx>

At this site you can e.g. find information and publications from other parts.

One example is the book **About Sweden – Civic orientation** [The book About Sweden in several languages](#)

Target language(s) / Language pairs: Swedish, English, French, Spanish, Arabic, Dari, Tigrinya, Thai, Russian, Somalia, Persian

Description of learning material, structure, elements, functions:

Duration / length / number of units / how to use the list:

Language level(s) covered (ERF): High

Suitability for MRW: yes as information and discussion material

Your own experience with this software or vocabulary learning tool:

Authors (if applicable): This edition has been created by the City of Gothenburg together with the County Administrative Board of Västra Götaland.

Copyright or IPR aspects (if applicable): It runs run by the County Administrative Boards of Sweden

Technical requirements: Computer, tablet or smartphone

## 3.4 Core values of host country

Core values can be understood as “dos and don’ts” of a country. Information on cultural values which are recommended to be respected or at least understood to support social interaction between MRW and host society.

### 3.4.1.1 Germany

#### **Name of book, text, online format etc: Ankommen in Deutschland**

Languages in which the document is available: German, English

Source / URL: <http://ankommenapp.de/APP/EN/Startseite>

Description of learning material, structure, elements, functions:

#### **A guide for your first weeks in Germany**

Understanding how Germany works is the basis for getting on well together. Everyone has the same obligations and has to obey German laws. But everyone has the same rights too. In this app you get to know the rules of this country and learn what you have to pay attention to. Try it! And start right now...

The app presents the core values of Germany, based on its basic law, human rights, protection of minority rights, individual freedom, freedom of media and individual rights to be an active citizen.

Basic information on health, food, school, social life, cities and town, a bit of history, children, housing, advice, living together, religion, sport, etc.

Duration / length / number of units / how to use the list: upon individual use

Interactive document: none

Content covered in the material on cultural life: daily life in Germany, culture, social affairs

Suitability for MRW: Easy to use introduction to life in Germany

Your own experience with this learning tool:

Authors (if applicable): ARD, Bundeszentrale für Politische Bildung, Deutsche Welle

Copyright or IPR aspects (if applicable): free licence

Technical requirements: streaming service, PC, laptop, smartphone, tablet

Other remarks: none

### 3.4.1.2 Greece

**Name of book, text, online format etc.:**

*Multi-guide for Immigrants*

**Languages in which the document is available:**

Greek, Albanian, Arabic, Punjabi, Urdu, Russian, English, French and Swahili

**Source / URL:**

<http://www.learnaboutgreece.gr/greek/index.php>

and downloadable in pdf here [http://www.learnaboutgreece.gr/english/docs/Multiguide\\_Gr-English.pdf](http://www.learnaboutgreece.gr/english/docs/Multiguide_Gr-English.pdf)

**Description of learning material, structure, elements, functions:**

The manual was written as part of the Project 1.4.b/13 entitled "*Radio broadcasts on issues related to immigrants, reproduction and wide distribution of structured printed, audio and audiovisual material*". It was written as a useful and functional tool for the daily life of third country nationals living in Greece. The online guide has been written in the form of questions and answers, images and short texts to provide specific information on topics that the immigrant communities of Greece themselves highlighted as important. It offers a variety of info in a comprehensive and concise way for issues such as: the political system and the constitution of Greece, how the executive, legislative and judicial powers work, the rights and obligations of its citizens but also of the third country nationals residing in Greece, its culture and basic values and traditions, main holidays and how each is celebrated, the dietary habits in Greece, which is the education system and health system in Greece and how it is structured, the labor context, rights and obligations.

**Duration / length / number of units / how to use the list:**

The pdf guide is 311 pages, mainly comprised of texts and info tables.

**Interactive document (i.e. Dos and don'ts in Ireland etc.): -**

**Suitability for MRW:**

The guide can be very helpful for MRW, since it is translated in different languages, it is easily accessible both in online and printed form, and it takes into consideration their basic needs identified and reported by the immigrant communities. It will help MRW better understand Greece as a host nation in different levels, provide them with useful info on rules, values, rights and obligations that consist social life in Greece, and thus facilitate their integration and good leaving as part of the Greece's residence population.

**Your own experience with this learning tool: -**

**Authors (if applicable):**

The guide was implemented under the annual 2013 program of the European Integration Fund for third country nationals, with the co-financing of the Ministry of Interior and Administrative Reconstruction and in collaboration with BEE GROUP, NGO PRAKSIS, "Dimitra" Institute of Training and Development SA and the radio station "STO KOKKINO".

**Copyright or IPR aspects (if applicable): -**

**Technical requirements:** online access, PC, tablet etc.

**Other remarks:** none

### 3.4.1.3 France

**Name of book, text, online format etc..:**

“La charte des droits et devoirs du citoyen français” (The Charter of the rights and duties of the French Citizen).

Online format can be found on the website of the French ministry of the Interior.

**Languages in which the document is available:**

French

**Source / URL:**

<https://www.immigration.interieur.gouv.fr/Accueil-et-accompagnement/La-nationalite-francaise/La-charte-des-droits-et-devoirs-du-citoyen-francais>

**Description of learning material, structure, elements, functions:**

The source covers the main principles, values and symbols of the French Republic. These include:

the recognition of the Declaration of human and citizen rights from 26 August 1789 and the democratic principles inherited from its history; the republican symbols; the national emblem and the flag; the motto “Freedom, Equality, Fraternity”; the national day July, 14th, etc.

France is an indivisible, secular, democratic and social republic whose principles are defined in the Constitution of 4 October 1958.

*Indivisible:* national sovereignty belongs to the people who exercise it through their elected representatives and through referendum. Neither people, nor any individual, can attribute to its exercise.

*Secular:* the Republic guarantees freedom of conscience. She respects all beliefs. Everyone is free to believe, not to believe, to change their religion. The Republic guarantees the free exercise of cults, but does not recognize, pay for or subsidize any of them. State and religions are separate.

*Democratic:* the principle of the Republic is: government of the people, by the people and for the people. Direct or indirect, suffrage is always universal, equal and secret. The law is the expression of the general will, every citizen must respect it. No one can be compelled to do what the law does not order. Made in the name of the French people, justice is independent. The public force guarantees the respect of the law and the decisions of justice.

*Social:* the Nation assures the individual and the family the conditions necessary for their development.

**Duration / length / number of units / how to use the list:**

The proposed material represents just one section that can be found on the same website of the ministry of the interior, in sections such as: “livret du citoyen”( French citizen’s booklet) which is a 28 pages booklet (that can be downloaded in PDF format) that can be seen as an “introduction to being a French citizen” and is originally developed for anyone who goes through the naturalisation process and gives a summary of French values and extends to traditions, history and culture...

**Interactive document (i.e. Dos and don’ts in Ireland etc.): -**

**Suitability for MRW:**

Although some of the core values may be similar in various countries, each country has something that makes their core principles different from other countries. Thus, the introduction to the French core values may be of great use for someone who is new to the country, and it will help MRW understand better the French as a nation, and thus will eventually facilitate their integration with the French population.

**Authors (if applicable):** The Charter was published on the website of French ministry of the interior

**Copyright or IPR aspects (if applicable):** n.a.

**Technical requirements:** n.a.

**Other remarks:** none

### 3.4.1.4 Ireland

#### How To Behave In Ireland

Name of book, text, online format etc...: DoChara – Insider Guide to Ireland

Languages in which the document is available: English

Source / URL: <http://www.dochara.com/info/misc-info/how-to-behave-in-ireland/>

Description of learning material, structure, elements, functions:

This is a guide what to expect when visiting Ireland and how to prepare your trip

Duration / length / number of units / how to use the list:

Interactive document (i.e. Dos and don'ts in Ireland etc.): yes

Suitability for MRW: yes – suitable for migrants with English reading skills

Your own experience with this learning tool: no

Authors (if applicable): not visible

Copyright or IPR aspects (if applicable):

Technical requirements: internet access

Other remarks: the website is targeting travellers and holiday makers

#### Culture Smart

Name of book, text, online format etc...: Ireland - The essential Guide to customs and culture

Languages in which the document is available: English

Source / URL: -

Description of learning material, structure, elements, functions:

The book gives an introduction into land and people, values and attitudes, religion and tradition and the recent economic and political changes and their impact.

Duration / length / number of units / how to use the list: 168 pages

Interactive document (i.e. Dos and don'ts in Ireland etc.): yes

Suitability for MRW: yes – suitable for migrants with advanced English reading skills

Your own experience with this learning tool: no

Authors (if applicable): John Scotney

Copyright or IPR aspects (if applicable): publisher - Kuperard

Technical requirements:

Other remarks: the book is targeting travellers and holiday makers

### 3.4.1.5 Portugal

#### **Commisceo Global Portugal Guide – A Look at Portuguese Language, Culture, Customs and Etiquette**

**Languages in which the document is available:** English

**Source / URL:** <https://www.commisceo-global.com/resources/country-guides/portugal-guide>

**Description of learning material, structure, elements, functions:** It's a list of topic regarding Portugal core values, culture, customs and Etiquette.

**Duration / length / number of units / how to use the list:** we use it as a check list

**Interactive document (i.e. Dos and don'ts in Ireland etc.):** no

**Suitability for MRW:** yes, it's a good font of information to address Portuguese culture and traditions within classes. It works like a verification list for the teachers, according to the particular characteristics of the group of students.

**Your own experience with this learning tool:** teacher use the information to prepare their own materials. Don't use directly the link to the guide

**Authors (if applicable):** Commisceo Global

Copyright or IPR aspects (if applicable):

**Technical requirements:** none

**Other remarks:** noe

## **Forum Countries and Their Cultures - Portugal**

**Languages in which the document is available:** English

**Source / URL:** <http://www.everyculture.com/No-Sa/Portugal.html>

**Description of learning material, structure, elements, functions:** article with very complete information regarding all aspects of Portugal history, costumes, core values, traditions, special dates, political live and system, education, etc...

**Duration / length / number of units / how to use the list:** we use it as a check list

**Interactive document (i.e. Dos and don'ts in Ireland etc.):** no

**Suitability for MRW:** yes, it's a good font of information to address the referred issues within the classroom . It works like a verification list for the teachers, according to the particular characteristics of the group of students. Is exists for other countries and cultures

**Your own experience with this learning tool:** teacher use the information to prepare their own materials. Don't use directly the link

**Authors (if applicable):** the article is based in a long list of bibliographic

Copyright or IPR aspects (if applicable):

**Technical requirements:** none

### 3.4.1.6 Spain

**Website:** Guia d'acollida

**Languages in which the document is available:**

Different languages: Catalan, Spanish, Arabic, Bangladesh, Chinese, Romanian, Urdu, Polish...

**Source / URL:** <http://dps.gencat.cat/WebAcollida/AppJava/ca/Main/Home.jsp.html>

**Description of learning material, structure, elements, functions:**

The web is an initiative of the Directorate General for Immigration of the Government of Catalonia, and it aims to provide basic information to all those who have just arrived in Catalonia or who intend to do so.

**Duration / length / number of units / how to use the list:**

You can use the website in some different ways, reading the different articles during a mid-term period. There are different kind of sources: lectures, FAQ, audio, glossary, audiovisuals...

**Suitability for MRW:**

It is not specific, but still very good.

**Your own experience with this learning tool:**

Used as complementary source. You can complemented it with news articles.

**Authors (if applicable):**

Government of Catalonia

**Copyright or IPR aspects (if applicable):**

**Technical requirements:** Mp3 - computer

**Other remarks:** none

### 3.4.1.7 Sweden

#### **Info4Migrants – Online tool**

The online information tool is attractive and intuitive to use, containing information for the migrant about the host country but also details about migrants' countries of origin in order that the guidance professional will better understand the migrants' background. A database containing as wide a range of information as possible will ensure that careers advisors and migrants have access to reliable, up-to-date and consistent information.

Free to use.

<http://www.info4migrants.com/uk/en/home/>

Partners in project:

- Coordinator Aspire- I, United Kingdom
  - Folkuniversitetet Kristianstad, Sweden
  - Best, Austria
  - Business foundation for education, Bulgaria
  - Learnmera OY, Finland
  - Inveslan, Spain
-

**"About Sweden" is a civic orientation handbook for newly arrived.**

Available in: Swedish, English, French, Spanish, Arabic, Dari, Tigrinya, Thai, Russian, Somali, Persian

Source / URL: <https://www.informationsverige.se/Engelska/Pages/Start.aspx>.

Description of learning material, structure, elements, functions: See below

Duration / length / number of units / how to use the list: 8 units 2-3 our

Suitability for MRW: yes

Your own experience with this learning tool:

Authors (if applicable): The first edition of "About Sweden" was produced by the City of Gothenburg in 2010. The Västra Götaland County Administrative Board and the City of Gothenburg carry out regular revisions of the book together. 2017s edition is the fifth since 2010.

Technical requirements: Computer, tablet or smartphone. The book is free for download.

## 3.5 Social and cultural life in host country

Social and cultural life describes traditions, festivities, what people do in their free time in the host country. It does not refer to “does and don’ts” as described in the former section. Social and cultural life also refers to institutions, actors in social and cultural life such as libraries, theaters, museums, sports clubs, cultural associations, festivals, migrants’ organisations and many more.

### 3.5.1.1 *Germany*

Name of book, text, online format etc...: **News for refugees**

<https://www.swr.de/international/refugees/-/id=16250052/pd8jk2/index.html>

Languages in which the document is available: German, English, Arabic

Source / URL: <https://www.swr.de/international/refugees/-/id=16250052/pd8jk2/index.html>

Description of learning material, structure, elements, functions: daily news feed on politics, economic, sports, international news, weather, social services

Duration / length / number of units / how to use the list: 30 min. news-flash

Interactive document: no

Content covered in the material on cultural life: Cultural news from Germany

Suitability for MRW: Yes, daily up-to-date information on politics, culture, economics in Germany, the EU and internationally

Your own experience with this learning tool: Positive, easy to understand, easy language

Authors (if applicable): German Public Broadcasting Service

Copyright or IPR aspects (if applicable): ARD, WDR, SWR

Technical requirements: PC, Laptop, Tablet – online streaming service

Other remarks: none

**Name of book, text, online format etc: Ankommen in Deutschland**

Languages in which the document is available: German, English

Source / URL: <http://ankommenapp.de/APP/EN/Startseite>

Description of learning material, structure, elements, functions:

**A guide for your first weeks in Germany**

Understanding how Germany works is the basis for getting on well together. Everyone has the same obligations and has to obey German laws. But everyone has the same rights too. In this app you get to know the rules of this country and learn what you have to pay attention to. Try it! And start right now...

Basic information on health, food, school, social life, cities and town, a bit of history, children, housing, advice, living together, religion, sport, etc.

Duration / length / number of units / how to use the list: upon individual use

Interactive document: none

Content covered in the material on cultural life: daily life in Germany, culture, social affairs

Suitability for MRW: Easy to use introduction to life in Germany

Your own experience with this learning tool:

Authors (if applicable): ARD, Bundeszentrale für Politische Bildung, Deutsche Welle

Copyright or IPR aspects (if applicable): free licence

Technical requirements: streaming service, PC, laptop, smartphone, tablet

Other remarks: none

### 3.5.1.2 Greece

#### **Name of book, text, online format etc.:**

- 1) “Greek culture: aspects of the culture in Greece”, part of an online travel guide
- 2) “Greek customs”, section on Greek culture and customs of the Greek Ministry of Foreign Affairs’ webpage
- 3) Multi-guide for Immigrants available in 8 languages (see detailed info on section 1.4)
- 4) A number of blogs and sites with interest in Greek social and cultural life

#### **Languages in which the document is available:**

English and Greek and some of the MRW languages (e.g. the Multi-guide referred to in 1.4 section as a training material for core values of the host country)

#### **Source / URL:**

- 1) <https://www.greeka.com/greece-culture/>
- 2) <https://www.mfa.gr/missionsabroad/en/about-greece/history-and-culture/culture.html?page=8>
- 3) <http://www.learnaboutgreece.gr/greek/index.php>
- 4) See for example the portal Study in Greece, with a special section addressed to refugees and asylum seekers interested in studying in Greece, providing them with info and focusing –but not limited to – education and educational news (shelter, legal and medical info are also available)

#### **Description of learning material, structure, elements, functions:**

The material in the listed blogs and sites provide a general overview about different aspects of social and cultural life for any non Greek person visiting or living in Greece. The multi-guide addressed to migrants (described in section 1.4) is more helpful since it also provides info on practical aspects of life in the host country related to entry visa, residence cards, health system, education provision, vocational system and learning, as well as migrants’ associations and organisations.

#### **Content covered in the material on cultural life:**

Greek traditions, customs, as well as special and unique elements of Greek habits and way of life not common in other countries, but also practical aspects important for a newcomer in Greece who tries integrate in everyday life.

#### **Suitability for MRW:**

It will introduce MRW to basic elements of Greek culture so as to understand better Greek people, their everyday life and habits.

**Authors (if applicable):** -

**Copyright or IPR aspects (if applicable):** n.a.

**Technical requirements:** PC, tablet, smartphone, online access

**Other remarks:** none

### 3.5.1.3 France

**Name of book, text, online format etc..:**

- 1) “Adjusting to the French culture”
- 2) “An overview of Traditions and Culture in France”, a blog post
- 3) “French culture: customs and traditions”
- 4) A number of blogs about living in France that vary in terms of topic

**Languages in which the document is available:**

English

**Source / URL:**

<https://www.universite-paris-saclay.fr/en/adjusting-to-the-french-culture>

<https://internationalliving.com/countries/france/traditions-and-culture-in-france/>

<https://www.livescience.com/39149-french-culture.html>

<https://www.cia-france.com/blog/culture-french-traditions/top-10-blogs-about-living-in-france/>

**Description of learning material, structure, elements, functions:**

In the description bloc are listed several links to the blog posts and articles about different aspects of social and cultural life in France. Since social and cultural life are more vast as a subject and tend to vary depending on the region, city/village, neighbourhood and individuals, we decided to provide several, what one may call “subjective” sources such as articles, blog posts and videos.

**Duration / length / number of units / how to use the list: -**

**Interactive document (i.e. Dos and don'ts in Ireland etc.): -**

**Content covered in the material on cultural life:**

French traditions and culture hold a special fascination for foreigners. Certain elements of the culture are world-famous, such as the deep regard the French have for excellent food and wine. Other parts are less well-known, and can only be discovered through personal experience. The sources listed above offer an overview of French everyday life, habits, culture and food, all of which serve as an essential component while discovering a new country and trying to “fit in” and integrate.

**Suitability for MRW:**

The websites suggested above will help MRW understand better the everyday life of French people and will introduce them to French culture, habits, traditions, food...

**Authors (if applicable):** n.a.

**Copyright or IPR aspects (if applicable):** creative common

**Technical requirements:** Internet access

**Other remarks:** none

### 3.5.1.4 Ireland

#### Information for Migrants

Name of software or vocabulary list, template etc.:

Website of 'Office for the Promotion of Migrant Integration'

Target language(s) / Language pairs: English as a Second Language

Source / URL: <http://www.integration.ie/en/isec/pages/wp18000028>

Description of learning material, structure, elements, functions:

website - Information around legal status, schools, work, healthcare and more.

Duration / length / number of units / how to use the list: n.a.

Vocabulary (fields of activity such as shopping, school, doctor, housing etc.) covered by vocabulary list:

**Directory of Services with links to other website with more information.**

Language level(s) covered (ERF): you would need an advanced English level (reading)

Suitability for MRW: yes

Your own experience with this software or vocabulary learning tool: n.a.

Authors (if applicable): Department of Justice and Equality

Copyright or IPR aspects (if applicable):

Technical requirements: internet access

Other remarks:

The Office for the Promotion of Migrant Integration (OPMI) has a mandate to develop, lead and co-ordinate migrant integration policy across other Government Departments, agencies and services. The functions include the promotion of the integration of legal immigrants into Irish society, the establishment of new structures for this purpose, the coordination of Ireland's international reporting requirements relating to racism and integration and overseeing the operation of the Irish Refugee Protection Programme established in 2015 as a humanitarian gesture to migrants fleeing conflict and provide assistance to the EU effort to manage mass migration events in Europe.

## Know Your Rights

Name of software or vocabulary list, template etc.:

Website of Irish Immigrant Support Centre

Target language(s) / Language pairs: English as a Second Language

Source / URL: <http://www.nascireland.org/know-your-rights/>

Description of learning material, structure, elements, functions:

website - Information around staying and living in Ireland e.g. equal status, citizenship, rights to work and more.

Duration / length / number of units / how to use the list: n.a.

Vocabulary (fields of activity such as shopping, school, doctor, housing etc.) covered by vocabulary list:

**NASC** – Irish word for links and links migrants and ethnic minorities to their rights through protecting human rights, promoting integration and campaigning for change

## Living in Ireland

Name of software or vocabulary list, template etc.:

Websites: 'Living in Ireland' and 'Migrant Project'

Target language(s) / Language pairs: English as a Second Language

Source / URL: <http://www.livinginireland.ie/> ; <https://www.migrantproject.ie/immigration-information/>

Description of learning material, structure, elements, and functions:

Living in Ireland : Information about immigration, being a refugee and welfare system,  
migrant project: residency information for non-Irish families, rights of migrants in Ireland,  
support for organisation

Duration / length / number of units / how to use the list: n.a.

Vocabulary (fields of activity such as shopping, school, doctor, housing etc.) covered by vocabulary list.

### 3.5.1.5 Portugal

**Name of book, text, online format etc.:** Portuguese Lab platform/ articles about Portuguese traditions

**Languages in which the document is available:** portuguese

**Source / URL:** <https://www.portugueselab.com/discover-portugal-1>

**Description of learning material, structure, elements, functions:** Articles for intermediate/advanced learners about Portugal, including Portuguese culture, music, cuisine, history, and much more. The short texts with audio help you improve your reading and listening skills, discovering the Portuguese universe simultaneously.

**Duration / length / number of units / how to use the list:** to use the full free contents of Portuguese Lab a registration is required.

**Interactive document (i.e. Dos and don'ts in Ireland etc.):** No

**Content covered in the material on cultural life:** Portuguese traditions and curiosities about portugal

**Suitability for MRW:** yes, easy to access

**Your own experience with this learning tool:** at our classes several magazines and newspaper articles are used with the goal to work on real text which can help to learn also about the traditions and actual situation of Portugal. This is one place where teachers came to find some of those articles.

**Authors (if applicable):** n.a.

**Copyright or IPR aspects (if applicable):** n.a.

**Technical requirements:** access to internet

**Name of book, text, online format etc:** Timeout Magazine; Agenda Cultural de Lisboa and Viral Agenda

**Languages in which the document is available:** portuguese

**Source / URL:** <https://www.timeout.pt/lisboa/pt/>; <https://www.agendalx.pt/>;  
<https://www.viralagenda.com/pt/lisboa/lisboa>

**Description of learning material, structure, elements, functions:** weekly magazine with several articles about Lisbon (and Oporto), cultural events, markets, restaurants, places to go and discover. Online version and paper.

**Duration / length / number of units / how to use the list:**

**Interactive document (i.e. Dos and don'ts in Ireland etc.):**

**Content covered in the material on cultural life:** culture agenda of the city

**Suitability for MRW:** yes, the online version is free and has a daily updated cultural agenda of the city.

**Your own experience with this learning tool:** The teacher uses to present the magazine and website as a suggestion of a good platform to be informed regarding the cultural and social life of the city

**Authors (if applicable):** n.a.

**Copyright or IPR aspects (if applicable):** n.a.

**Technical requirements:** access to internet

**Name of book, text, online format etc.:** some examples of articles and links about Portugal social and cultural life and about practical life:

- 100 locais para visitar em Portugal - <http://www.ioaoleitao.com/viagens/2015/09/02/melhores-destinos-portugal/>
- Os Melhores Museus de Portugal- <https://www.tripadvisor.pt/Attractions-g189100-Activities-c49-Portugal.html>
- Campeonato Nacional de Futebol - <http://liganos.pt/>

### 3.5.1.6 Spain

- Web of the libraries of Catalonia:

<http://biblioteques.gencat.cat/ca/inici>

- Catalan cultural agenda:

<https://agenda.cultura.gencat.cat/content/agenda/ca/article.html?article=20180614017>

- Popular culture website

[http://cultura.gencat.cat/ca/departament/estructura\\_i\\_adreces/organismes/dgcpt/](http://cultura.gencat.cat/ca/departament/estructura_i_adreces/organismes/dgcpt/)

- Catalonia today:

[http://dadesculturals.gencat.cat/ca/apunts\\_culturals/](http://dadesculturals.gencat.cat/ca/apunts_culturals/)

- Festivals and fairs in Catalonia:

[http://cultura.gencat.cat/ca/departament/estructura\\_i\\_adreces/organismes/dgcpt/01\\_activitats\\_festives/](http://cultura.gencat.cat/ca/departament/estructura_i_adreces/organismes/dgcpt/01_activitats_festives/)

- Web of the ethnological heritage:

[http://cultura.gencat.cat/ca/departament/estructura\\_i\\_adreces/organismes/dgcpt/02\\_patrimoni\\_etnologic/inventari-del-patrimoni-etnologic/](http://cultura.gencat.cat/ca/departament/estructura_i_adreces/organismes/dgcpt/02_patrimoni_etnologic/inventari-del-patrimoni-etnologic/)

- Catalog of cultural heritage:

<http://patrimoni.gencat.cat/>

- Web about women who have made history in Catalonia:

<http://patrimoni.gencat.cat/ca/histories/una-historia-de-dones>

Other complementary web pages:

- Network of entities and volunteers for a better world:

<http://xarxanet.org/>

- Entities of Catalan associations

<http://www.ens.cat/>

### 3.5.1.7 Sweden

#### **“About Sweden” is a civic orientation handbook for newly arrived**

Languages in which the document is available: Swedish, English, Arabic, Dari, French, Somali, Thai, Spanish, Sorani, Russian, Persian, Tigrinya.

Source / URL: <https://www.informationsverige.se/Svenska/Samhalle/Sidor/Boken-Om-Sverige-på-flera-språk.aspx>

Description of learning material, structure, elements, functions:

Information about following:

- human rights and fundamental democratic values,
- the other rights and responsibilities of the individual,
- how Swedish society is organised, and
- practical aspects regarding everyday life.

Duration / length / number of units / how to use the list: 225 pages, dived in 8 units with discussions questions after each unit.

Interactive document (i.e. Dos and don'ts in Ireland etc.): NA

Content covered in the material on cultural life: Swedish traditions, free time and associations

Suitability for MRW: Yes

Your own experience with this learning tool: Very useful as information and for discussions.

Authors (if applicable): Maria Nobel and Josefin Berger, Västra Götaland County Administrative Board

Copyright or IPR aspects:

Copyright: City of Gothenburg and the County Administrative Board of Västra Götaland **ISBN 978-91-984016-3-9**

Technical requirements: Computer, tablet or smart phone. Book can be downloaded for free.

Other remarks:

DalaWux (a part of Municipality adult education) offer **web based civic orientation for tutors, as guidelines, and migrants in mother tongue.**

For course litteraturs, they use the book “About Sweden.

“About Sweden” is a civic orientation handbook for newly arrived. The purpose of the book is to provide fundamental information about Sweden to people who have recently arrived in the

country, is to make it easier for them to become established in work and social settings, as well as to provide support to municipalities in their civic orientation efforts.

An ordinance governing work relating to civic orientation for newly arrived. (2010:1138) has been in force since 1 December 2010. This ordinance states that that goal of civic orientation is for participants to learn about:

- human rights and fundamental democratic values,
- the other rights and responsibilities of the individual,
- how Swedish society is organised, and
- practical aspects regarding everyday life. The ordinance also stipulates what civic orientation is to consist of. The ordinance has been used as a basis for the production of this book.

The book “About Sweden” is available in eleven languages, Swedish, English, French, Spanish, Arabic, Dari, Tigrinya, Thai, Russian, Somalia, Persian. All of these translations are available from the county administrative boards’ information portal for newly arrived, <https://www.informationsverige.se/Engelska/Pages/Start.aspx>.

The course contains 8 sections that contain the following topics:

**Section 1:** Arriving in Sweden (2 x 3 hours)

**Section 2:** Living in Sweden (3 x 3 hours)

**Section 3:** Supporting Yourself and Developing in Sweden (3 x 3 hours)

**Section 4:** The Individual's Rights and Obligations (3 x 3 hours)

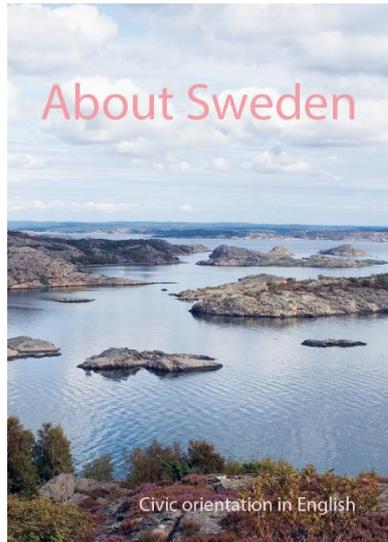
**Section 5:** Building a Family and Living with Children in Sweden (2 x 3 hours)

**Section 6:** Having an Influence in Sweden (2 x 3 hours)

**Section 7:** Looking After Your Health in Sweden (3 x 3 hours)

**Section 8:** Ageing in Sweden (2 x 3 hours)

The civic orientation contains the following chapters:



- **Arriving in Sweden** – This chapter describes what it can be like to arrive in Sweden. You also get to know a bit about Swedish history, culture and festivals.
- **Living in Sweden** – In this chapter you can read about the Swedish labour market and business sector. There is also a short description of Sweden’s geography and population. You can also read more about housing, housing agencies and home insurance. The chapter also deals with practical matters in everyday life, and what it is like to live with a disability in Sweden.
- **Supporting Yourself and Developing in Sweden** – This chapter describes different education possibilities and conditions for studying, as well as certification of foreign education. You can also read more about the labour market, the Swedish working model and how to look for work. You can also find out more about how to start and run your own company and about taxes and income statements. One section deals with social security and unemployment benefits. Another section talks about leisure activities, culture and clubs.
- **The Individual's Rights and Obligations** – In this chapter, we talk about gender and equality, LGBT rights and discrimination laws. You can also read about help and support, such as family counselling, women’s shelters and the Children’s Right in Society (BRIS). There is also a description of the rights of children and young people in society in relation to parental responsibilities, including friendships, relationships and leisure activities.
- **Building a Family and Living with Children in Sweden** – This chapter gives a description of Swedish laws on marriage and common-law marriages. You can also read more about expecting a child, giving birth and parental insurance. The chapter also includes information about children’s right to school, preschool, after-school recreation centres as well as important parts of legislation that you may need to know about.
- **Having an Influence** – This is a description of how Sweden is governed and of the European Union. You can also read more about democracy in theory and in practice and about what public opinion is. There is also information about how elections take place.

- **Looking After Your Health in Sweden** – In this chapter you get a description of Swedish healthcare, medical care and dental care. You will also get tips on how to take care of yourself, for example by exercising and eating well.
- **Ageing in Sweden** – This chapter talks about pensioners and elderly care.

## 3.6 The European dimension

For many MRW, the European Union is something new. The European dimension offers learning materials suitable for MRW on the EU, its history, structure, services, rights for EU citizens, five basic dimensions of the EU etc.

**Name of book, text, online format etc.:** *“European Union: what is it and what it does”*

**Languages in which the document is available:** Greek (but also available in all EU languages)

**Source / URL:**

<https://publications.europa.eu/el/publication-detail/-/publication/715cfcc8-fa70-11e7-b8f5-01aa75ed71a1>

**Description of learning material, structure, elements, functions:**

This publication stands as a guide to the European Union, to its form, role and function. The first section of it explains in brief what the European Union is. The second section, ‘What the European Union does’, describes what the EU is doing in 35 different areas to improve the lives of people in Europe and further afield. The third section, ‘How the European Union makes decisions and takes action’, describes the institutions at the heart of the EU’s decision-making process and how their decisions are translated into actions.

**Duration / length / number of units / how to use the list:**

60 pages, with hyperlinks to more detailed information.

Each section or unit can be used as a training material independently focusing and highlighting those info of use and help to EU citizens and people residing in the EU.

**Interactive document (i.e. Dos and don’ts in Ireland etc.):** -

**Content covered in the material on the European:**

The summary of the content was presented in the “Description of learning material, structure, elements, functions” section.

**Suitability for MRW:**

It is suitable for MRW to get an essential basis and understanding of the EU and various aspects of its composition (geographical, political, economic etc). It can work as a guide that both the trainer and the learner can use based on their needs, and not as an exhaustive learning textbook.

**Authors (if applicable):** Directorate-General for Communication (European Commission), date of publication: 26/01/2018, ISBN 978-92-79-76872-9

**Name of book, text, online format etc..:**

“Understanding Europe: Why It Matters and What It Can Offer You”

**Languages in which the document is available:**

English (there are more options available for subtitles)

**Source / URL:**

<https://www.coursera.org/learn/europe/home/info>

**Description of learning material, structure, elements, functions:**

“Understanding Europe: Why It Matters and What It Can Offer You” is a learning course that can be found on the Coursera online learning platform, which offers thousands of courses on various topics that are prepared in collaboration with the universities all over the world. This particular course was developed in collaboration with the HEC Paris International business school.

The course offers some essential information about the EU that are of great use not only for people who come to live or visit the EU, but also for the EU citizens. Hence, the courses is divided in several parts.

the first part gives an overview of the EU’s impact on your daily life, taking a critical perspective on the EU’s purpose but also highlighting the opportunities it offers.

The second part explains what is the EU? Who are its main actors? By whom is it composed?- Who decides in Europe and learn how citizens may interact with these actors?

the third part focuses on the analysis of the EU’s powers. What can it do? How far can it go? In which policies is it involved? The EU’s major fields of intervention. What does the EU do for trade, agriculture and innovation?

Part 5 gives an overview of the EU’s means of action. How does it work? Who does what? What are the strengths and weaknesses?

The sixths part covers the topic of the freedom of movement to funding opportunities, immigration policies, establishment, level playing field through competition law, getting you a job.

The last chapter explains the initiatives and instruments fostering civic engagement in the EU (public consultations, ECIs, Ombudsman, etc). In other words, the toolbox of the empowered citizen.

Each part of the course offers video and reading materials , as well as a test at the end so that the learners could evaluate their knowledge.

**Duration / length / number of units / how to use the list:**

Each of the 7 parts of the course take, according to the course creators, a week to complete, which thus makes a total of 7 weeks to finish the course.

**Interactive document (i.e. Dos and don'ts in Ireland etc.):**

The multiple videos offered in this course make the learning process more interactive.

**Content covered in the material on the European:**

The summary of the content was presented above in the section “Description of learning material, structure, elements, functions”.

**Suitability for MRW:**

If we assume that the EU is an unknown dimension for the MRW, then the course will help them get an essential basis about various aspects that compose the EU. It is interactive, comprehensive and clear, which makes it interesting and suitable for MRW.

**Authors (if applicable):**

[Alberto Alemanno](#), Jean Monnet Professor of EU Law and Risk Regulation

**Copyright or IPR aspects (if applicable):**

**Technical requirements:**

**Other remarks:** For those who wish to obtain the course certificate after passing a test - there is such an option, the cost is 40 euros.

## 3.7 Further sources

[https://europa.eu/european-union/about-eu\\_el](https://europa.eu/european-union/about-eu_el)

The official website of the European Union in Greek (but also in all EU languages), offers basic information on the EU, its history, its member-states, its role, structure, services, the rights and opportunities of EU citizens in the common EU space. The layout and content is easy to use, concise and comprehensive.

### **Ireland in the EU**

[https://ec.europa.eu/ireland/about-us/ireland-in-eu\\_en](https://ec.europa.eu/ireland/about-us/ireland-in-eu_en)

History of Ireland's role in the EU with further information on impact on the country and on Irish women.

### **Brexit And What Can Happen**

With the pending withdrawal of the United Kingdom from the European Union Ireland plays a significant role in the Brexit negotiations.

<http://www.europeanmovement.ie/brexit-a-z/>

The website has compiled a list of the top 100 Brexit-related terms and translated them into clear and digestible language. The guide's aim is simple: to provide definitions of the words that dominate the Brexit discourse and act as a handy resource to help in deciphering the complexities of Brexit.

**Name of book, text, online format etc.: eDiplomat**

Languages in which the document is available: English

Source / URL: [http://www.ediplomat.com/np/cultural\\_etiquette/ce\\_ie.htm](http://www.ediplomat.com/np/cultural_etiquette/ce_ie.htm)

Description of learning material, structure, elements, functions: Website targeting diplomatic community with information on cultural etiquette around the world

Duration / length / number of units / how to use the list: One page long

Interactive document (i.e. Dos and don'ts in Ireland etc.):

Methodology used for training in intercultural communication: Compare cultural etiquette in different countries. The website has information on a lot of countries in the world so learners could select countries and present findings. Promote discussion about cultural norms.

Suitability for MRW: Text is not long and English is not too complex so could be used for different groups with different levels of English.

Your own experience with this learning tool: Useful to make people aware of different cultural norms.

Authors (if applicable): eDiplomat

Copyright or IPR aspects (if applicable): eDiplomat

Technical requirements: Access to internet or could be printed out and given as handout

Other remarks: none

## Materials on Youtube

This youtube channel offer explanatory videos on various topics surrounding the topic of the European Union. The topics cover the EU institutions and their functioning, the EU laws and finance. It offers a basis for someone who would like to get a more in-depth knowledge about the EU.

<https://www.youtube.com/channel/UC3A6jJUgAGurgTu9pG9sY6w>

This video of the EU Commission takes us through the 60 years of the EU history:

<https://www.youtube.com/watch?v=fqm9dda23YA>

**Name of book, text, online format etc.: European Union homepage**

**Languages in which the document is available:** all European languages

**Source / URL:** [https://europa.eu/european-union/about-eu/eu-in-brief\\_pt](https://europa.eu/european-union/about-eu/eu-in-brief_pt)

Description of learning material, structure, elements, functions:

Duration / length / number of units / how to use the list:

Interactive document (i.e. Dos and don'ts in Ireland etc.):

**Content covered in the material on the European:** goals; members; values; institutions; action

Suitability for MRW:

Your own experience with this learning tool: we use these topics to start a dialogue around EU

## **Descubre la Unión Europea – Online game**

### **Languages in which the document is available:**

All european languages

### **Source / URL:**

[http://europa.eu/teachers-corner/quiz\\_es](http://europa.eu/teachers-corner/quiz_es)

### **Description of learning material, structure, elements, functions:**

This source is a game. It's purpose is to offer young people a quick and useful introduction to the EU.

The game consists of four sections with 12 questions in each of them. You have two opportunities to answer each question. If you hit the correct answer on your first attempt, you get two points, and if you hit the second, a point.

### **Duration / length / number of units / how to use the list:**

A couple of hours.

### **Suitability for MRW:**

It is specific for young people, but I could be used for MRW aswell.

### **Your own experience with this learning tool:**

Used as complementary source. You can complemented it with news articles.

### **Authors (if applicable):**

### **Copyright or IPR aspects (if applicable):**

© Unión Europea, 1995-2018

### **Technical requirements:**

Computer

**Name of software:** LearnEurope

**Languages in which the document is available:**

Spanish- English

**Source / URL:**

<http://www.learneurope.eu/index.php/es/>

**Description of learning material, structure, elements, functions:**

A webpage where you can find different sources. This is part of an educational project whose goal is to promote the study of the European Union through the use of new technologies.

Content is related to Geography, history and institutions, and economy. It offers a **global view** of the most important process of integration and regional cooperation that the world has seen since the middle of the 20th century.

You can find documents, videos, external links, virtual reality content and games.

**Duration / length / number of units / how to use the list:**

Undetermined

**Suitability for MRW:**

It is specific for young people, but I could be used for MRW as well.

**Your own experience with this learning tool:** Used as complementary source.

**Authors (if applicable):**

The Universitat de Lleida (University of Lleida, UdL) and the Universitat Oberta de Catalunya (Open University of Catalonia, UOC)

**Copyright or IPR aspects (if applicable):**

**Technical requirements:** Computer

## European Union / About the EU

**Name of book, text, online format etc.:** European Union homepage

**Languages in which the document is available:** all European languages

**Source / URL:** <https://europa.eu/european-union/about-eu>

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**Who decides what?** 4 animated videos about the Swedish government and European Union

Languages in which the document is available: Swedish, Easy Swedish, Arabic, Somalia, Polish, Pashto, Albania

Source / URL: <https://ec.europa.eu/sweden/>

<https://urskola.se/Produkter/182090-Vem-bestammer-vad-pa-latt-svenska-EU>

Description of learning material, structure, elements, functions:

Duration / length / number of units / how to use the list: 6 minutes videos

Content covered in the material on the European: Who decides what? Regulations, What is EU? What are EU doing? Sweden vs EU, Laws

Suitability for MRW: yes

Your own experience with this learning tool: Good as self-learning and discussion material

Participants can use both their own languages and Swedish

Authors (if applicable): Sveriges Utbildningsradio AB

Copyright or IPR aspects (if applicable): Sveriges Utbildningsradio AB

Technical requirements: Computer, Tablet or smart phone

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## **The Swedish Parliament's EU Information Services**

The website offers a comprehensive overview of EU-related work and explains how the EU and Sweden are connected.

You can browse short, general texts concerning the EU in different languages as well as obtain information in sign language.

Languages in which the document is available: Swedish, English, Arabic, Dari, French, Somali, Thai, Spanish, Sorani, Russian, Persian, Tigrinya, German, Spanish, Bosnian, Finnish, Turkish, sign language (Swedish)

Leaflets can also be downloaded for free.

<https://eu.riksdagen.se/global/ladda-ner-och-bestall/>

## 3.8 Principals of intercultural communication

### **Name of book, text, online format etc.:**

“Intercultural dialogue on Campus” (“Dialogue Interculturel Sur Les Campus Universitaires”)

### **Languages in which the document is available:**

English and French

### **Source / URL:**

English:

<https://rm.coe.int/intercultural-dialogue-on-campus/168075ddd9>

French:

<https://rm.coe.int/le-dialogue-interculturel-sur-les-campus-universitaires/168075ddd8>

### **Description of learning material, structure, elements, functions:**

This book on intercultural dialogue on campus is a natural part of the Council of Europe Higher Education Series and a valuable addition to it. In May 2008, the Council of Europe adopted a White Paper on intercultural dialogue (see Appendix 1), which not only brings together and formalises the long-standing commitment of the Council of Europe in this area but strengthens it. Education is one of the key areas in the implementation of the White Paper, as it is in developing the democratic culture that makes our democratic institutions work in practice. The Higher Education Series, which (with this book) now comprises 11 volumes, also illustrates the close connection between structural reform and the broader purposes of higher education in modern societies.

The book examines intercultural dialogue on the higher education campus. This is an important topic because education institutions cannot prepare learners for intercultural dialogue, or promote dialogue in society at large, unless they are also able to practise intercultural dialogue within their own particular setting. Higher education institutions are a part of broader society and at the same time societies of their own.

The book is in itself an exercise in intercultural dialogue, with contributors from all parts of Europe, as well as one contributor from an African country who also has experience of European higher education. Some of the views expressed are likely to meet with disagreement from some readers, which illustrates that intercultural dialogue is, among other things, an exercise in accepting the right of others to express their views forcefully and with conviction even when we disagree with these views.<sup>24</sup>

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<sup>24</sup> The description taken from the preface to the book “Intercultural dialogue on Campus” ; Preface by Gabriele Mazza Director of Education and Languages

**Duration / length / number of units / how to use the list:**

The books consists of 208 pages, which are composed of various articles on the topic of interculturalism.

**Interactive document (i.e. Dos and don'ts in Ireland etc.):**

**Methodology used for training in intercultural communication:**

This book does not offer a specific methodology, but rather encourages a reflection on this broad topic of interculturalism and intercultural communication. Each article in the book considers various aspects related to the topic and thus can open a different view and, by exposing to the reader to different points of view, allow a better understanding of what intercultural communication can be seen as in different cultures.

**Suitability for MRW:**

It is suitable for MRW who have a good understanding of written English/French, since the book offers the articles that require quite a rich vocabulary. Hence, it would probably be better for tutors to launch discussion with MRW with the aspects of interculturalism that seem most relevant, and encourage discussion, and their own understanding of intercultural communication based on their own experience.

**Your own experience with this learning tool:**

**Authors (if applicable):**

Edited by Sjur Bergan, Jean-Philippe Restoueix

**Copyright or IPR aspects (if applicable):**

**Technical requirements:**

Other remarks:

**Name of book, text, online format etc..:**

**“Stepping out of My Comfort Zone!” Learning Intercultural Communication through an Ethnographic Project**

**Languages in which the document is available:**

English

**Source / URL:**

Available at <http://docs.rwu.edu/nyscaproceedings/vol2015/iss1/4>

**Description of learning material, structure, elements, functions:**

The aim of this paper is to present an activity based on the ethnographic approach that helps the learners not only to fully understand the meaning of intercultural communication but also to develop their skills and competences on it. Through personal experience with people from different cultural background they will appreciate various ways people differ from each other while they will understand elements of their culture.

**Duration / length / number of units / how to use the list:-**

**Interactive document (i.e. Dos and don'ts in Ireland etc.): -**

**Methodology used for training in intercultural communication:**

The activity aims at developing one's ability to communicate effectively with people from diverse cultures and co-cultures. Methodologically, it consists of 6 different steps/ phases:

- a) Initially, the students are divided in groups of two. Ideally, people with different cultural background, point of views etc should be paired together. After the pairs have been set, each learner choose a topic of his/her choice and will write a short report. Such topics could be religion, immigration cultures, professions subcultures etc
- b) Fieldwork- the students of each pair introduce each other to the field of the other. Each student has to visit the field 3 times in order to observe recurring patterns and conduct 2 in depth interviews
- c) For each field visit, students will write a journal entry based on their field notes that documents what gets done in everyday life of the people in the field determining the type of communication (phatic, dialogue, ordinary, personal narrative) and documenting a variety of practices/ cultural performances (rituals, routines, rites of passage)
- d) Individual meeting with the instructor for getting feedback
- e) Oral presentation of the fieldwork findings
- f) Written report detailing cultural patterns and meanings.

**Suitability for MRW:**

The activity could be part of a general module dedicated to intercultural education and communication. As an activity is really interesting and triggers the motivation of the learner to learn more on this subject through his/ her personal experience. The concept is specific but there are elements that may make it difficult for MRW to implement it. Firstly, it is time consuming as an activity and usually MRW have very limited time. Secondly, it requires from them to gain extra knowledge on research methods, which might prove to be very demanding for the target group of MRW. Thirdly, it demands a certain level of linguistic skills since they have to communicate and interview people with different cultural background and possibly, different language. However, the idea of exploring one's culture, having at the same time, the opportunity to notice cultural patterns and understand behaviours and norms would be really beneficial for MRW. The teacher has to keep the activity simple and to facilitate MRW with the tasks. Adjustments and modifications will be needed in any case and the activity could be implemented as a whole or a part of it in combination with other material on the subject of intercultural communication.

**Your own experience with this learning tool: -**

**Authors (if applicable):** Hu, Yifeng (2016) "“Stepping out of My Comfort Zone!” Learning Intercultural Communication through an Ethnographic Project," Proceedings of the New York State Communication Association: Vol. 2015 , Article 4.

**Copyright or IPR aspects (if applicable): -**

**Technical requirements: -**

**Other remarks:** none

### 3.8.1.1 *Intercultural communication in Greece*

**Name of book, text, online format etc.:**

«Migrants-Support in everyday life”

**Languages in which the document is available:**

Greek

**Source / URL:**

Available in e-book format: <http://www.openbook.gr/metanastes-ypostirixi-stin-kathimerini-zwi/>

**Description of learning material, structure, elements, functions:**

The aim of this training material is to familiarize learners with the concepts of verbal and non-verbal communication, of information and networking, of the protection of rights and intercultural communication, and of the importance of these concepts. Moreover, to enhance their relevant skills, and to help them in tracking down services and agencies in Greece which will facilitate and support them in various issues they face in their daily lives.

By completing the study of the relevant material, the trainees will be able to better understand the messages they exchange with others around them, to apply practical ways to improve their knowledge in the Greek language, to more easily seek relevant information and learning institutions of Greek languages. They will also be able to communicate better in their daily lives, and will become more familiar with information and networking opportunities, with the opportunities to protect rights and, more generally, for collective action in their everyday lives. Finally, they will acknowledge the importance of intercultural training in the process of social integration in the Greek society, and be able to apply some basic intercultural practices.

**Duration / length / number of units / how to use the list:**

The material is 80 pages long. It is comprised of 3 units – 1)Communicating in our lived environment, 2) Gathering information and networking, 3)Understanding my rights in the society in which I live – plus an introduction and conclusion part, and relevant bibliography.

**Interactive document (i.e. Dos and don'ts in Ireland etc.): -**

**Methodology used for training in intercultural communication:**

The book follows a methodology of reading texts, written in a simple and instructive language and addressed to non Greek adults living in Greece. It uses examples of everyday life, followed by questions, exercises, and educational activities, especially designed to launch discussion and dialogue, and moreover, to enhance knowledge and skills in the specific fields.

**Suitability for MRW:**

The material is suitable and very helpful for MRW, since it is especially addressed to migrant and refugee groups, taking their needs into consideration. The language used is simple and comprehensive, and it works in two levels: as a training material in intercultural communication, but also as a practical survival guide for people of different cultural background living in Greece.

**Authors (if applicable):**

Despoina Babanelou, Greek Ministry of Education / General Secretariat of Life Long Learning Publications and Hellenic Open University, 2013 .

**Copyright or IPR aspects (if applicable): -**

**Technical requirements: -**

**Other remarks: none**

**Name of book, text, online format etc..:**

*“Cultural Atlas: Greek culture”*

**Languages in which the document is available:**

English

**Source / URL:**

Available at <https://culturalatlas.sbs.com.au/greek-culture/greek-culture-references#greek-culture-references>

**Description of learning material, structure, elements, functions:**

The aim of this guide is inform and educate learners in cross-cultural attitudes, practices, norms, behaviors and communications. It was developed in order to introduce the different migrant groups that reside in Australia to the Australian citizens. The goal is to enhance social cohesion and improve outcomes for individuals and organisations operating in an increasingly culturally diverse society.

After the completion of the material learners will be able to gain a broad understanding of the norms and behaviour that would generally be familiar to people from the Greek culture. This in turn will contribute in the enhancement of their communication with them. Apart from that, they will be able to understand the signals/ meanings that non-verbal messages bring while they will have the chance to inform their judgements of cross-cultural experiences with a deeper understanding.

**Duration / length / number of units / how to use the list:-**

**Interactive document (i.e. Dos and don'ts in Ireland etc.):** It consists of a document that provide the reader with some tips when communicating with Greek people. The text includes information about communication (verbal and non-verbal), Do's and don'ts, Greetings, Etiquettes in different concepts (e.g. basic etiquette, during a visit, when eating with Greeks, exchanging gifts), and Business communication.

**Methodology used for training in intercultural communication:**

This educational document has more a form of a GUIDE. It contains the basic information for someone who gets in touch with Greek people providing tips on how to behave, what to keep in mind etc. Methodologically, it follows a more practical form where key elements of the Greek culture and communication are highlighted. This document is part of a general context, the so-called “Cultural Atlas” that provides the reader with meaningful insights into the cultural norms of a number of countries. The language that uses is simple and comprehensive, and a reference list is provided, in cases that readers want to learn more on these subjects.

**Suitability for MRW:**

The educational material introduces MRW to the basic norms and behaviour when communicating with Greek people. It is written in simple language and through the examples that contains, it consists a great resource providing comprehensive cultural information on the country.

**Your own experience with this learning tool: -**

**Authors (if applicable):**

**Copyright or IPR aspects (if applicable): -**

**Technical requirements: -**

**Other remarks: none**

### ***3.8.1.2 Intercultural communication in Ireland***

We offer accredited QQI Level 5 and 4 courses in Intercultural Studies and Understanding Interculturalism in conjunction with accredited organisations.

**A training manual is not available only some basic information:**

[https://www.qqi.ie/sites/docs/AwardsLibraryPdf/E20169\\_AwardSpecifications\\_English.pdf](https://www.qqi.ie/sites/docs/AwardsLibraryPdf/E20169_AwardSpecifications_English.pdf)

[https://www.qqi.ie/sites/docs/AwardsLibraryPdf/4N1121\\_AwardSpecifications\\_English.pdf](https://www.qqi.ie/sites/docs/AwardsLibraryPdf/4N1121_AwardSpecifications_English.pdf)

### **3.8.1.3 Intercultural communication in Sweden**

#### **Info4Migrants – Online tool**

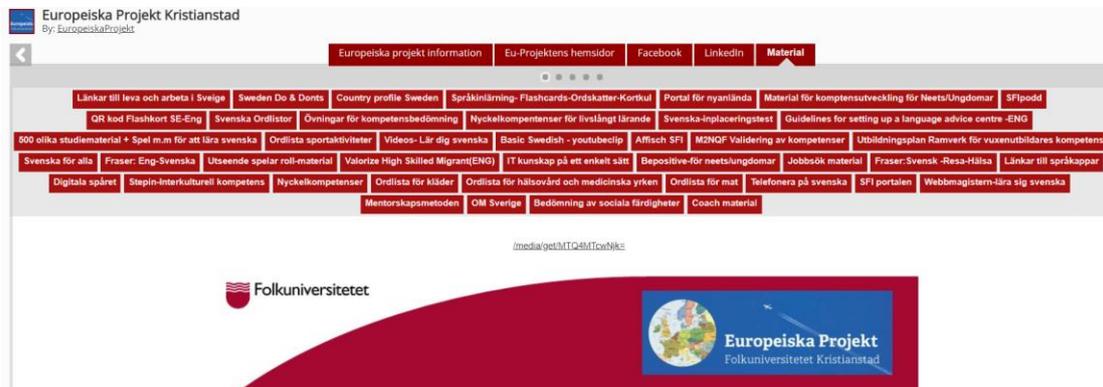
The online information tool is attractive and intuitive to use, containing information for the migrant about the host country but also details about migrants' countries of origin in order that the guidance professional will better understand the migrants' background. A database containing as wide a range of information as possible will ensure that careers advisors and migrants have access to reliable, up-to-date and consistent information.

Free to use.

<http://www.info4migrants.com/uk/en/home/>

Partners in project:

- Coordinator Aspire- I, United Kingdom
  - Folkuniversitetet Kristianstad, Sweden
  - Best, Austria
  - Business foundation for education, Bulgaria
  - Learnmera OY, Finland
  - Inveslan, Spain
-

**Name of software: Live binder – Europeiska Projekt Kristianstad**

Target language(s): Swedish

Source / URL: <http://www.livebinders.com/play/play?present=true&id=2107989>

Description of learning material, structure, elements, functions:

Vocabularies, Flashcards, Games, Videos, IT knowledge in a simple way, links too many different topics, links to free education learning

Duration / length / number of units: Depends on how you use it

Language level(s) covered (ERF): beginner, medium and advanced.

Suitability for MRW: Yes

Your own experience with this software or language learning tool: The site is very useful, you can find a lot of material in different categories at different learning levels. When new material is created or/and new free material found it is easy to update the livebinder.

Very good information about different cultures.

Does the software or learning program offer a certificate or test (which, accredited?): NO

Authors (if applicable): Learnmera, Folkuniversitetet Kristianstad European Project

Copyright or IPR aspects (if applicable): free to use

## 4 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:

<b>WEMIN learning intervention curriculum Suggested time allocation</b>	
<b>Thematic field / learning content</b>	<b>Hours/ Units</b>
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.

<b>WEMIN training intervention Suggested Curriculum</b>			
<b>Hours/ Units</b>	<b>Topic</b>	<b>Content of the learning unit</b>	<b>Remarks</b>
		<p>Please note: The use of free online language learning software might not be suitable to all groups of MRW learners. MRW facing lingual illiteracy or IT illiteracy may prefer a standard language course with a teacher in a classroom.</p> <p>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.</p>	
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 assignments 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	

<b>WEMIN training intervention Suggested Curriculum</b>			
<b>Hours/ Units</b>	<b>Topic</b>	<b>Content of the learning unit</b>	<b>Remarks</b>
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	
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 preference
22.		Session working with the software	

<b>WEMIN training intervention Suggested Curriculum</b>			
<b>Hours/ Units</b>	<b>Topic</b>	<b>Content of the learning unit</b>	<b>Remarks</b>
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.	<b>Vocabulary for social and cultural life in host country</b>	Vocabulary related to school education	
31.		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.	<b>History of host country</b>	Early history of host country	
41.		Geography of host country	

<b>WEMIN training intervention Suggested Curriculum</b>			
<b>Hours/ Units</b>	<b>Topic</b>	<b>Content of the learning unit</b>	<b>Remarks</b>
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.	<b>Core values of host country</b>	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.	<b>Social and cultural life in host country</b>	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)	

<b>WEMIN training intervention Suggested Curriculum</b>			
<b>Hours/ Units</b>	<b>Topic</b>	<b>Content of the learning unit</b>	<b>Remarks</b>
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.	<b>European Dimension</b>	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.		Participation, democracy in the European Union	Double session
68.			Double session
69.		EU grant programmes in the fields of society, culture, migration, integration – What the EU is doing for us	Double session
70.			Double session
71.		Basic rights of EU citizens (freedom of mobility etc.)	
72.			
73.			Double session
74.	Human rights and minority rights in the EU	Double session	
75.	Future of the EU		
76.	<b>Intercultural communication</b>	Introduction to communication between cultures	
77.		Roleplays and communication games between cultures	Double session
78.			Double session
79.		Cultural differences and cultural commons	
80.	Reflection		

## 5 Annex

### 5.1 Trainer list - Del. 3.4



## WEMIN - Migrant Women Empowerment and Integration

### Trainer list

Please complete one form per training intervention (note: not per single training session but per intervention, i.e. the WEMIN 80 hours training programme for MRW).

Country:

WEMIN-Partner:

Intervention:

Name of trainer	Intervention or part of intervention (i.e. language course)	Date (from – to)	Type of contract	Signature of trainer

Name of trainer	Intervention or part of intervention (i.e. language course)	Date (from – to)	Type of contract	Signature of trainer

## 5.2 Attendance sheet of participants (Sign-in sheet) – Del. 3.5



# WEMIN - Migrant Women Empowerment and Integration

## Sign-in sheet for participants

**Country:**

**Location:**

**Date:**

**Learning provision:**

Family name	First name	Country of origin / nationality	Contact information (if applicable)	Signature

Family name	First name	Country of origin / nationality	Contact information (if applicable)	Signature

## 5.3 Basic registration sheet

This basic registration sheet may be used to collect necessary data from MRW participants. This registration sheet is NOT a participant sign in sheet which needs to be signed at each training session. This registration sheet is intended to be completed once by each participant at the beginning of the entire WEMIN training intervention program.



# WEMIN - Migrant Women Empowerment and Integration

## Registration form for participants

Please complete as applicable

WEMIN activity / training:

Country:

WEMIN-Partner:

Date / Duration:

Location:

WEMIN Del. number:

Name of course / intervention / training:

Other remarks:

I, the undersigned, hereby confirm my participation in the above mentioned activity:

<b>Family name:</b>	
<b>First name:</b>	
<b>Gender:</b>	<input type="checkbox"/> female <input type="checkbox"/> male <input type="checkbox"/> other
<b>Date of birth:</b>	
<b>Location of birth:</b>	
<b>Nationality:</b>	
<b>ID-Document no.:</b>	
<b>Legal status in host country:</b>	<input type="checkbox"/> third country national refugee status in process <input type="checkbox"/> third country national refugee status approved <input type="checkbox"/> third country national with right of residence <input type="checkbox"/> third country national under subsidiary protection <input type="checkbox"/> Other (please specify):
<b>Remarks:</b>	

Please add a photocopy or scan of ID-document or proof of legal status in host country as evidence.

NAME of participant  
(print)

Signature  
Date:

Stamp of WEMIN-partner  
Signature of WEMIN -partner

## 5.4 Venue Contract – Del. 3.6



# WEMIN - Migrant Women Empowerment and Integration Venue Contract

We  
(name of partner organization)  
Street  
Town, Postal Code  
Country)

- in the following named “Contractor” -

represented by (name of representative), in function of (function with organization), legally entitled to sign this contract in the name of the contractor

and

(Name of institution  
Street  
Town, Postal Code  
Country)

- in the following named “Contractee” –

represented by (name of representative), in function of (function with organization), legally entitled to sign this contract in the name of the contractee,

hereby agree upon the following

### **Venue rental agreement:**

The following premises will be rented by the contractor from the contractee for the provision of WEMIN training interventions:

Place of venue: (Address, Town, postal code, country)

Name of venue: (if applicable, i.e. "Senate Hall", "Board room")

Duration of rental: (from – to)

Number of training session:

Dates of training sessions:

Time of training sessions:

Equipment rented (i.e. chairs, tables etc.):

Technical equipment provided (i.e. PC, online access, Wifi):  
(please tick appropriate box)

- Smartboard / Whiteboard
- Laptop(s)
- Video projector / beamer
- Overhead projector
- Other (please specify):

Catering, break, social activities:  
(please tick appropriate box)

- This rental agreement includes access to kitchen or tea-/coffee-making facilities for breaks
- This rental agreement includes use of cups, glasses, cutlery for duration of training session
- This rental agreement include access to social rooms at venue premises
- Other (please specify):

Other agreements between contractor and contractee regarding this rental agreement:

The cost for renting the above described premises is ..... Euro / day. This daily rate  includes /  excludes VAT.

An administrative fee for cleaning the premises after the end of the renting period of .... Euro  applies /  does not apply.

A rental fee of .... Euro / day for the rent of technical equipment  applies /  does not apply.

In addition to the above mentioned costs, the following charges apply:  
(please add if appropriate)

The contractor will issue an invoice to the contractee. The invoice will be paid by within the administrative regulations of the WEMIN project within 14 days.

Cancellation policy:

This rental contract can be cancelled by either one of the sides up to 14 days prior to the start of the renting period free of charge. After this period a cancellation fee ... % of the total rental costs as described above applies.

All other agreements, changes or additional arrangements within the framework of this contract are only valid in written form, attached to this contract, and signed by both partners.

Done in:

Date:

Signature of Contractor  
(Institution, City, Country)  
(Position in institution)

Signature of Contractee  
(Institution, City, Country)  
(Position in institution)

## 5.5 Assessment Report – Del. 3.7



# WEMIN – Migrant Women Empowerment and Integration

## Assessment Report

Please use this reporting template for a brief assessment (evaluation) of a WEMIN training intervention (not a single session but overall assessment of a training intervention, i.e. the WEMIN 80 hours training course for MRW).

This form has to be completed by the trainer(s) of an intervention or by the training coordinator of a WEMIN partner.

Country:

Partner:

Type of intervention:

Date of intervention (from – to):

Number of sessions / meetings:

Number of participants:

Venue(s) / location(s) of intervention:  
(name of location or address)

Content covered in training intervention:

(i.e. language course, host country history etc. – Please tick applicable box)

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

Which elements of the intervention found most interest of the learners?  
(briefly describe)

Which elements of the intervention were difficult / challenging for the leaners?  
(briefly describe)

Which were the main challenges for you as trainers to successfully implement the training? (i.e. keep learners motivated, participation, linguistic challenges etc.)

Which noteworthy feedback did you as trainer receive from the MRW learners?

What are your remarks and recommendations for future provisions of this training intervention? What needs to be changed, what worked successfully?

Do you have any remarks with respect of the place of venue (location of training), duration of each session, number of meetings etc.?

Other remarks:

Thank you!

## 6 References

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